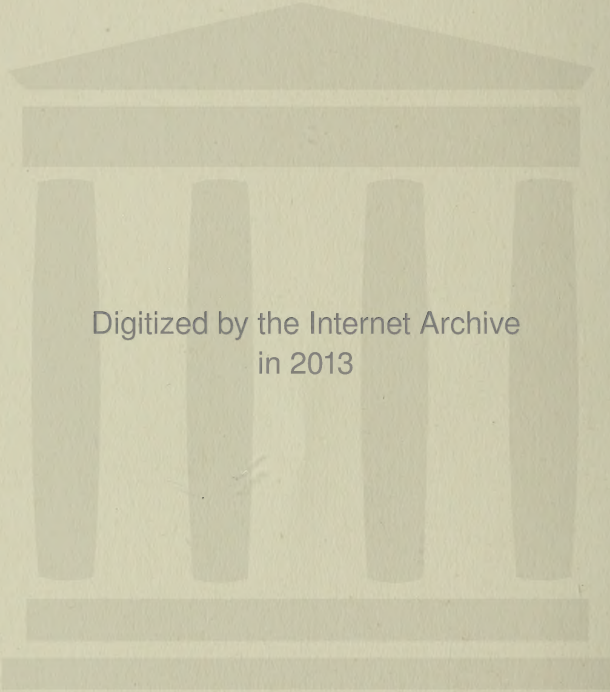


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Lawrence College Bulletin

VOL. XII

JANUARY, 1912

NO. 1

The Catalogue

1911-1912



*The Bulletin is published monthly at Appleton, Wisconsin,
by Lawrence College*

Entered at the post office at Appleton, Wis., as second class matter

Sixty-second Annual Catalogue

OF

Lawrence College

(Corporate Name: Lawrence University of Wisconsin)

1911-1912

PUBLISHED JANUARY, 1912

The George Banta Publishing Company, College Printers, Menasha, Wisconsin

201

2010-2011

2010-2011

CORRESPONDENCE

While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President;

2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;

3. Correspondence concerning the School of Expression should be directed to the Dean of the School of Expression;

4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;

5. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall.

6. Correspondence upon general matters of business should be addressed to Lawrence College.

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CALENDAR

CALENDAR

1912-13

March 20 Wednesday 12:20 P. M.—Recitations close.

Spring Recess

March 27 Wednesday 1:30 P. M.—Recitations resumed.

May 30 Thursday Decoration Day.

June 3-10 Final Examinations, Second Semester.

June 7 Friday 8:00 P. M.—Junior Oratorical Contest.

June 8 Saturday 8:00 P. M.—President's Prize Contest.

June 9 Sunday 9:30 A. M.—Commencement Devotional Service.

10:30 A. M.—Address before the Religious Societies.

8:00 P. M.—Baccalaureate Sermon.

June 10 Monday 8:00 P. M.—Commencement of the Conservatory of Music.

June 11 Tuesday 2:00 P. M.—The French Department Play.

2:00 P. M.—Joint Meeting of the Board of Trustees and Visitors.

8:00 P. M.—Commencement Exercises of the School of Expression.

June 12 Wednesday 10:30 A. M.—Reunions of the Literary Societies.

2:00 P. M.—Class Day Exercises.

4:00 P. M.—Business Meeting of the Alumni Association.

8:00 P. M.—Reunion of the Alumni Association.

June 13 Thursday 10:30 A. M.—Commencement Exercises.

1:00 P. M.—Commencement Banquet.

8:00 P. M.—President's Reception.

LAWRENCE COLLEGE

Summer Vacation

Sept.	10	Tuesday	9:00 A. M.—Examinations for Admission.
Sept.	10-11	Tuesday and Wednesday: Registration Days.	
Sept.	11	Wednesday	First Semester begins. 4:00 P. M.—Chapel.
Sept.	15	Sunday	3:00 P. M.—College Vespers and on second Sunday of each month thereafter.
Sept.	17	Tuesday	All College Day.
Nov.	9	Saturday	9:00 A. M.—Mid-semester Examinations.
Nov.	27	Wednesday	4:00 P. M.—Thanksgiving Recess begins.
Dec.	2	Monday	12:00 M.—Thanksgiving Recess closes.
Dec.	18	Wednesday	12:30 P. M.—Recitations close.

Christmas Recess

Jan.	2	Thursday	8:00 A. M.—Recitations resumed.
Jan.	21-27	Final Examinations, First Semester.	
Jan.	27	Monday	5:00 P. M.—First Semester closes.
Jan.	28-29	Tuesday and Wednesday.—Registration Days.	
Jan.	29	Wednesday	Second Semester begins.

LAWRENCE COLLEGE

HISTORICAL STATEMENT

In the year 1847 the Hon. Amos A. Lawrence, of Boston, Mass., made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac district of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should ever be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar".

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following February its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called the Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Mead, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were con-

ferred by similar institutions in the United States. The trustees, however, at first undertook only the establishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal. By this time it appears that the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University. The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Mass., was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but, after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, Hon. Isaac Stephenson, in 1899; the Athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1910; the Library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex, purchased in

HISTORICAL STATEMENT

1902, and the Hall of Music in 1906; Peabody Recital Hall, erected in 1909; and Brokaw Hall, in 1910.

In 1908 the trustees voted to change the name of the institution from Lawrence University to Lawrence College of Wisconsin. It was also voted to discontinue the Academy.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Mass.; Philetus Sawyer, Oshkosh, Wis.; Charles Paine, Oshkosh, Wis.; Robert McMillan, Oshkosh, Wis.; Mr. and Mrs. D. G. Ormsby, Milwaukee, Wis.; John H. Van Dyke, Milwaukee, Wis.; L. M. Alexander and wife, Milwaukee, Wis.; William Drown, Beaver Dam, Wis.; Mrs. John Edwards, Milwaukee, Wis.; Samuel Jones, Natick, Mass.; Isaac Stephenson, Marinette, Wis.; E. M. Beach, Waupun, Wis.; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wis.; E. A. Edmonds, Appleton, Wis.; Miss Florence Child, Edgerton, Wis.; John McNaughton, Appleton, Wis.; Isaac Wing, Bayfield, Wis.; Lee Claflin, Boston, Mass.; Rev. Robert Ingraham, Fond du Lac, Wis.; H. E. Miles, Racine, Wis.; W. H. Hatten, New London, Wis.; George F. Peabody, Appleton, Wis.; and the General Education Board, New York.

CHRONOLOGY

1846—Amos A. Lawrence of Boston made a proposition to establish an institution of higher learning in northern Wisconsin; the location of the institution selected.

1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.

1849—Rev. William H. Sampson made Principal of Lawrence Institute.

First building completed and instruction begun.

Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.

LAWRENCE COLLEGE

- 1850—Development of the Museum begun.
First literary society established.
Gift of \$10,000 for a library, by Samuel Appleton of Boston.
- 1853—College work begun and freshman class registered.
Rev. Edward Cook, D.D., Boston, Mass., elected first president.
University Hall dedicated and class work transferred to the new building.
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.
First building erected destroyed by fire.
- 1857—First class graduated from collegiate department.
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos Lawrence of Boston, Gov. Stone of Connecticut, Gov. Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.
Lewis Prize established.
- 1866—President's Prize and University prize established.
Centennial endowment fund of about \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.
Y. M. C. A. established.
- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870, elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of the President received.
- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.
Ormsby Hall erected.

HISTORICAL STATEMENT

First student handbook published.

Samuel Jones Scholarship founded.

1891—Conchological Cabinet of Dr. Brown purchased for Museum.

Bequest of William Drown received.

1892—Underwood Observatory erected.

1893—Hicks Prize established.

The *Columbian* published.

1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected president.

Peruvian antiquities contributed by Hon. John Hicks.

1895—The *Messenger* published.

1896—Endowment effort for \$100,000 successfully completed.

1897—First *Ariel* issued.

Theta Phi Fraternity organized.

1898—Stephenson Hall of Science erected.

1900—McNaughton and Peabody Latin Prizes established.

Athletic field purchased.

Lawrence *Bulletin* established.

1901—Alexander Gymnasium erected.

1902—Ormsby Annex purchased.

Hiram A. Jones Latin Library established.

Kappa Upsilon Sorority organized.

Beta Sigma Phi Fraternity organized.

1903—Heating plant built.

Alpha Gamma Phi Sorority organized.

Theta Gamma Delta Sorority organized.

Delta Iota Fraternity organized.

1904—Alpha Delta Phi Sorority, Theta Chapter, organized.

1905—Library erected by gift of Andrew Carnegie.

Alumni Record published.

Lawrence placed on accredited list of The Carnegie Foundation.

1906—Conservatory of Music purchased.

Ormsby Hall enlarged.

1907—Gift from the General Education Board received, and \$250,000 raised for endowment.

Euphronia Literary Society established.

1908—House for "Blue and White Club" purchased.

LAWRENCE COLLEGE

Name changed from Lawrence University to Lawrence College.

Academy discontinued.

Lawrence House purchased.

1909—Peabody Hall erected.

Sigma Tau Nu Fraternity organized.

1910—Brokaw Hall erected.

Euphronia Literary Society united with the Phoenix.

Alexander Reid Scholarship founded.

1911—\$25,000 received to establish a chair of Art History and Social Aesthetics.

CHARTER

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Chapter 1 of the general laws of the Territory of Wisconsin in 1847; chapter 133, laws of 1849; chapter 176, private and local laws of 1855; chapter 176, private and local laws of 1858; chapter 123, general laws of 1878; chapter 16, general laws of 1882, and chapter 16, laws of 1895, are hereby amended so as to read as follows: Gov. Henry Dodge, Hon. Mason C. Darling, Hon. Morgan L. Martin, Hon. Nathaniel P. Tallmadge, Prof. DeWitt C. Vosberg, Rev. Reeder Smith, Henry R. Coleman, William H. Sampson, Henry S. Baird, Jacob L. Bean, William Dutcher, George E. H. Day, Loyal H. Jones, and their successors be, and they are hereby created a body politic and corporate to be styled the board of trustees of Lawrence University of Wisconsin, and by that name to remain in perpetual succession. The design and purpose of the said corporation is hereby declared to be to found, establish and maintain at Appleton, in the county of Outagamie, an institution of learning on a plan sufficiently extensive to afford instruction in the liberal arts and sciences and to develop the scholar; and said trustees may, as their ability shall increase, erect any or all of the different departments for the study of the liberal professions in such manner as they may think proper.

Section 2. The board of trustees shall consist of thirty members, three of whom shall be elected on nomination of the

CHARTER

alumni, together with the president of the university, who shall be a member ex-officio, and any thirteen of these shall constitute a quorum for the transaction of all business.

Section 3. No religious tenets or opinions shall be required as a qualification for trustee, professor, or teacher, nor of any student shall any religious tenets or opinions be required to entitle him to all the privileges of the institution.

Section 4. The board of trustees shall at their first meeting after the passage of this act elect a president of the board, two vice-presidents, a secretary, and a treasurer, who shall have all the powers usually given to such officers.

Section 5. The board of trustees shall at their first business meeting be divided into three classes of ten each. They shall appoint at such meeting an annual meeting, to be held within one year thereafter, at which time the office of the first class shall expire, and in one year from that time the second class, and the third class in one year therefrom, and the office of one class of trustees to expire annually thereafter in rotation. There shall be a board of visitors, whose election shall be provided for in the by-laws, whose special duty shall be to inspect the work of the institution, attend the examinations, and look into the conditions generally and make such reports as may be required by the by-laws. The members of the board of visitors shall be ex-officio members of the board of trustees.

Section 6. Said board of trustees may meet on their own adjournment, and the president, with the concurrence of two trustees, or any four trustees, may call special meetings of the board, by giving notice to them in writing by mail, or otherwise, at least ten days before the time of such meeting, and any trustee may be removed for neglect of duty.

Section 7. Said board of trustees shall also appoint annually an executive committee of not less than five nor more than nine, who shall hold their office until their successors are appointed, and who shall have the power to execute all the business of the corporation committed to them by the by-laws of the institution, and who shall also be empowered to commence and carry on suits in the name of the trustees of the university, and no person shall be ex-officio a member of said executive committee.

Section 8. The board of trustees shall have full power, in

their corporate name to sue and to be sued, to plead and be impleaded, to acquire, hold, use, and convey property, real and personal; to have and use a common seal; to alter and renew the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of the institution, its officers and servants; to collect and receive funds and to see that every donation or bequest made to the institution be applied in conformity to the condition on which the same is made; to erect suitable buildings, purchase books, apparatus and other supplies necessary in the work of the institution; to hold free of taxation any lands or other property acquired by donation, bequest, or purchase and held expressly for educational purposes, and for the endowment of the institution; to appoint such officers, professors and teachers as the work and government of the institution shall require, and prescribe their duties and remove them for sufficient reasons; to prescribe and direct the course of studies to be pursued in the institution and its departments; to fill all vacancies; to confer such degrees and other honors upon persons they may deem qualified and worthy as are usually conferred by colleges in the United States; to determine the amount of salaries paid or to be paid by the institution; and to have such further general powers, not herein specified, and not inconsistent with the letter or spirit of this act, as are granted to corporations under the name of general provisions in chapter 85, laws of 1898, acts amendatory thereto.

Section 9. All acts or parts of acts interfering with the provisions of this act are hereby repealed.

Section 10. This act shall take effect and be in force from and after its passage and publication.

JOINT BOARD OF TRUSTEES AND VISITORS

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LAWRENCE COLLEGE

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*Alumni Trustee

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STANDING COMMITTEES

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REV. S. H. ANDERSON A.M.	

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GEORGE BALDWIN, Ph.B.	

THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., President and Paine

Memorial Professor of Ethics and Christian Evidences.

A.B., Lawrence University, 1880; A.M., *ibid.*, 1883; S.T.B., Boston University, 1883; Ph.D., *ibid.*, 1889; University of Berlin, 1890-91; D.D., Albion College, 1894; LL.D., Baker University, 1905; Pastor, Detroit, Mich., 1886-90 and 1891-94. Present position since 1894.

CHARLES WATSON TREAT, A.M., Dean of the College of

Liberal Arts and Philetus Sawyer Professor of Physics.

Graduate Southern Illinois Normal University, 1884; Ph.B., DePauw University, 1890; A.M., *ibid.*, 1893; Graduate Student, Lick Observatory, University of California, Summer, 1891; Leland Stanford Jr. University, Summer, 1893; Chicago University, Summers, 1895 and 1897; Professor in Natural Science in Napa College, 1890-94. Present position since 1894.

EMANUEL GERECHTER, Rabbi, Professor of Hebrew and

German.

Classical Education in Gymnasium at Lissa, Germany; Theological Course at Breslau; Preacher, Kempen, Rhineland, Germany, 1865-66; Rabbi at New York, Detroit, Grand Rapids, 1865-80; Professor of German at Central High School and at Ladies' Bacon Seminary, Grand Rapids, 1874-80; Rabbi, Milwaukee, 1880-92; Rabbi, Zion Congregation, Appleton, Wis., 1892. Present position since 1894.

ELLSWORTH DAVID WRIGHT, Ph.D., Hiram A. Jones

Professor of Latin Language and Literature.

A.B., Cornell University, 1887; Ph.D., *ibid.*, 1894; Teacher of Greek and Latin in the Cascadilla School, Cataloguer in Cornell University Library, 1887-90; Fellow in Latin, Cornell University, 1892-93; Graduate Student in Greek and Latin, Leipzig and Berlin Universities and in Greece, 1894-96; Instructor in Greek, Cornell University, 1897; Professor of Latin, University of Wisconsin, Summer, 1909. Present position since 1898.

JOHN HERBERT FARLEY, A.M., Salem David Mann Pro-

fessor of Philosophy.

Ph.B., Lawrence University, 1896; Graduate Student, *ibid.*, 1897-98; A.M., *ibid.*, 1898; Graduate Student in Philosophy, Harvard University, 1898-99; Fellow in Philosophy, Harvard University, 1899-1900. Present position since 1901.

LEWIS ADDISON YOUTZ, Ph.D., Robert McMillan Professor
of Chemistry.

Ph.B., Simpson College, 1890; Ph.M., *ibid.*, 1893; S.M., *ibid.*, 1902; Student, Harvard University, Summer, 1893; Ph.D., Columbia

THE FACULTY

University, 1902; Associate Professor of Natural Science, Simpson College, 1893-99; Professor of Natural Science, Montana Wesleyan University, 1899-1900; Scholar, Columbia University, 1900-02. Present position since 1902.

EMMA KATE CORKHILL, Ph.D., Edwards-Alexander Professor of English Literature.

A.B., Iowa Wesleyan University, 1889; A.M., *ibid.*, 1893; Ph.D., Boston University, 1893; Student, University of Edinburgh, 1905-06; Professor of English Literature, Simpson College, 1895-1902. Present position since 1902.

JUDSON GEORGE ROSEBUSH, A.M., Professor of Economics.

Harvard Summer School, 1898; A.B., Alfred University, 1900; A.M., *ibid.*, 1901; Scholar in Political Science, University of Pennsylvania, 1900-01; Fellow in Economics, Cornell University, 1901-02; Fellow in Economics, University of Wisconsin, 1902-03. Present position since 1903.

JOHN CHARLES LYMER, A.M., S.T.B., Child Professor of Mathematics and Director of the Underwood Observatory.

A.B., Amity College, 1898; S.T.B., Garrett Biblical Institute, 1901; A.M., Northwestern University, 1903; Instructor, Academy of Northwestern University, 1903-04; University of Wisconsin, Summer, 1906; University of Chicago, Summers, 1908, 1909, 1911. Present position since 1904.

WILSON S. NAYLOR, A.B., D.D., Edgar Martel Beach Professor of Biblical Literature.

A.B., Washburn College, 1890; S.T.B., Boston University School of Theology, 1893; D.D., Salina Wesleyan University, 1895; Graduate Study, New York University and Drew Theological Seminary, 1901-02; Research Study of the African People, Religion, and Customs (including a tour of the continent), 1902-04; Pastor, Milwaukee, Wis., 1893-95; Pastor, Kenosha, Wis., 1897-1901. Present position since 1904.

*ALBERT AUGUSTUS TREVER, A.M., S.T.B., George M. Steele Professor of Greek Language and Literature.

Ph.B., Lawrence University, 1896; A.B., Boston University, 1900; S.T.B., Boston University School of Theology, 1900; A.M., University of Chicago, 1910; Instructor in Hebrew and Biblical Literature, DePauw University, 1900-02; Jacob Sleeper Fellow from Boston University in the Universities of Halle and Berlin, 1902-03. Present position since 1905.

MAY ESTHER CARTER, A.M., Dean of Women and Associate Professor of English Literature.

B.L., Ohio Wesleyan University, 1892; Principal of High School, Cuyahoga Falls, Ohio, 1893; Preceptress and Professor of Literature,

*On leave of absence for year 1911-12.

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West Virginia Wesleyan College, 1895-1901; Travel and Study in Europe, 1902; Lady Principal and Professor of Literature, American International College, 1903; Preceptress and Principal of English Department, Troy Conference Academy, 1904; Student University of Edinburgh, Summer, 1905; A.M., Ohio Wesleyan University, 1911. Present position since 1905.

OTHO PEARRE FAIRFIELD, A.M., Professor of Art and Social Aesthetics.

A.B., Union Christian College, 1886; A.B., University of Chicago, 1896; A.M., Union Christian College, 1900; Principal of Lebanon High School, 1886-1887; Professor of English, Union Christian College, 1887-1892; Principal of Clarinda Institute 1892-1895; Graduate Student, University of Chicago, 1895-1896 and the Summers of 1894, 1895, 1896, 1897; Professor of Latin, Alfred University, 1896-1908; Professor of English, *ibid.*, 1898-1908; Lecturer on Art, New York State School of Ceramics, 1903-1908. Present position since 1908.

JOHN GAINES VAUGHAN, Ph.D., D.D., Professor of Comparative Religions and Missions.

A.B., Syracuse University, 1882; B.D., Drew Theological Seminary, 1884; Ph.D., Tennessee Wesleyan University, 1886; D.D., 1898; Pastor, Cincinnati Conference, 1884-1905; Traveled for study in Levant, 1900, and in the Far East, 1906-7; Secretary "Special Funds" Missionary Society, M. E. Church, 1905-1909. Present position since 1909.

MABEL EDDY, Assistant Professor of Romanic Languages.

Graduate Mt. Vernon Seminary, Washington, D. C., 1879; Teacher, *ibid.*, 1880; Indianapolis Classical School, 1882-85; Student, Modern Languages, 1885-86; Teacher, Modern Languages, Louisville College for Women, 1886-1895; Student, Modern Languages, 1896; Dean of Women and Instructor in Modern Languages, Lawrence College, 1896-1902; Teacher, Mt. Vernon Seminary, Washington, D. C., 1903-1905; Dean of Women and Professor of French, Carroll College, 1905-1908; Dean of Women and Professor of French, Simmons College, 1908-1909. Present position since 1909.

CHARLES JOSEPH BUSHNELL, Ph.D., Professor of Sociology and Politics.

Ph.B., The University of Chicago, 1898; Ph.D., *ibid.*, 1901; Fellow in Sociology, *ibid.*, 1899-1900; Professor of Social Science and History, Albany College, 1901-03; Professor of Social Science and History, Heidelberg University, 1903-07; Professor of Social Science and Philosophy, Trinity University, 1907-08; Graduate Student, The University of Chicago, and Business Manager and Secretary of The Home Manual Publishing Company, 1908-09; Organizer of "Progress City" and Supervisor of Public Playgrounds during summers in Cleveland, 1906, in Washington, D. C., 1907, and in Indianapolis, 1908; Professor of Social Science, Oklahoma State Agricultural and Mechanical College, 1909-10. Present position since 1910.

DAVID RICHARD MOORE, Ph.D., David G. Ormsby Memorial Professor of History.

A.B., Victoria College, University of Toronto, 1902; Ph.D., University of Chicago, 1910; Instructor in Washington and Jefferson College

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and Academy, 1902-1906; Graduate Student, University of Chicago, 1906-1910; Lecturer in History, Economic History, and English Literature in Central Institute and in Normal College Extension Work, Chicago, 1907-1910; Hyde Park High School, Chicago, 1908-1910. Present position since 1910.

LESTER BURTON ROGERS, A.M., Professor of Education.

S.B., Moors Hill College, 1899; A.M., Columbia University Teacher's College, 1907; Superintendent of Schools, Paris Crossing, Ind., 1899-1902; Graduate Student, University of Chicago, 1902-03; Teacher of Physics, Spokane, Wash., 1903-06; Professor of Philosophy and Education, Tri-State College, Ind., 1907-10; Research Scholar, Columbia University Teachers' College, 1910-11. Present position since 1911.

MATTHEW LYLE SPENCER, Ph.D., Litt.D., Professor of English Language.

A.B., Kentucky Wesleyan College, 1903; A.M., *ibid.*, 1904; A.M., Northwestern University, 1905; Litt.D., Santa Clara College, 1909; Ph.D., University of Chicago, 1910; Director of Physical Culture, Kentucky Wesleyan College, 1901-03; Instructor in English, *ibid.*, 1902-03; Professor of English, *ibid.*, 1903-04; Fellow in English, University of Chicago, 1905-07, 1909-10; Assistant Professor of English, Wofford College, 1907-10; Professor of English, Woman's College of Alabama, 1910-11. Present position since 1911.

ROLLIN CLARKE MULLENIX, Ph.D., Professor of Biology.

A.B., Wheaton College, 1895; A.M., *ibid.*, 1897; Ph.D., Harvard University, 1908; Student at Illinois State Normal University, 1889-90; Graduate Student, University of Chicago, Summers, 1895, 1896, 1901; Scholar of The Harvard Club of Chicago, Harvard University, 1905-07; Research Student, Harvard University, 1907-08; Instructor in Biology and Chemistry, Wheaton College, 1895-97; Professor of Biology and Chemistry, Wheaton College, 1897-1905; Professor of Biology and Geology, Yankton College, 1908-11. Present position since 1911.

RUFUS MATHER BAGG, JR., Ph.D., Professor of Geology and Curator of the Museum.

A.B., Amherst College, 1891; Ph.D., Johns Hopkins University, 1895; Principal of Lubec High School, Lubec, Me., 1891-92; Instructor in Geology, Worcester Summer School for Boys, Summers, 1891-1892; Assistant in Geology, Johns Hopkins University, 1895-97; Field Assistant, New Jersey Geological Survey, Summers, 1893-1895; Member, Maryland Geological Survey, 1896-1898; Assistant, in New York State Museum, Albany, N. Y., Winter, 1897-98; Professor of Geology and Mineralogy, Colorado College, 1898-99; Instructor in Science, Colorado Springs High School, 1899-1900; Honorary Mineralogist to the Paris Exposition, 1900; Instructor in Geology and Physiography and Sub-Master of the Brockton High School, Brockton, Mass., 1901-1903; Professor of Mineralogy and Petrography, New Mexico School of Mines, 1903-04; Consulting Mining Geologist, 1904-1907; Instructor in Geology, University of Illinois, 1907-1911. Present position since 1911.

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FREDERICK GEORGE RUFF, A.M., S.T.B., Instructor in German.

A.B., German Wallace College and Nast Theological Seminary, Berea, Ohio, 1902; A.M., Northwestern University, 1903; S.T.B., Garrett Biblical Institute, 1904; Graduate Student, University of Wisconsin, 1905-08. Present position since 1909.

MARK SEAVEY CATLIN, Ph.B., LL.B., Director of Athletics.

Ph.B., University of Chicago, 1905; LL.B., University of Iowa, 1909; Director of Athletics, University of Iowa, 1906-1909. Present position since 1909.

SARA PARKES TREAT, Instructor in Physical Education.

Graduate, Northwestern University, Cumnock School of Oratory, 1898; Columbia School of Expression, Summer, 1896; Professor of Oratory and Director of Physical Training for Women, Lawrence College, 1895-1898. Present position since 1909.

HUBERT EMIL ZILISCH, Instructor in Physical Education.

Student, Normal School of Physical Education, Summers, 1910, 1911; Instructor in Military Drill, *ibid.*, Summer, 1911. Present position since 1910.

SIDNEY DEALEY MORRIS, S.B., Instructor in Surveying, Drawing, and Mathematics.

S.B., in Electrical Engineering, University of Illinois, 1905; Apprentice Course, Allis Chalmers' Bullock Plant, Cincinnati, 1906; Electrical Construction, Allis Chalmers Co., Milwaukee, 1907; Teacher of Physics and Mathematics, College School, Kenilworth, Ill., 1908; Teacher of Physics and Mathematics, Cedar Rapids High School, 1909-10; Graduate Student, University of Wisconsin, Summer, 1910; University of Wisconsin Surveying Camp, Summer, 1911. Present position since 1911.

FRED SMITH, A.B., Instructor in Greek.

A.B., Stetson University, 1909; A.B., University of Chicago, 1909; Scholar from Stetson University, University of Chicago, 1910; Acting Assistant Professor of Latin, Miami University, 1911; Student, University of Chicago, Summer, 1911. Present position since 1911.

SAMUEL ARTHUR MAHOOD, A.M., Instructor in Chemistry.

S.B., University of Nebraska, 1910; A.M., *ibid.*, 1911; Assistant in Chemical Laboratory, *ibid.*, 1907-10; Teacher of Chemistry, Lincoln High School, Lincoln, Neb., 1910-11. Present position since 1911.

JOHN SEAMAN GARNES, Dean of the School of Expression and Professor of Public Speaking.

Graduate, Drake School of Oratory, 1898; Instructor in Oratory, Drake University, 1898-99; Standard Concert Co., 1899-1900; University of Minnesota, 1900-1903; Graduate, Curry School of Expression, Boston, 1904; Reader and Soloist with Bostonia Ladies' Orchestra, 1904-1905; New England Tour, Garns-Grant Co., 1905-1906; Instructor, Boston School of Expression, 1906. Present position since 1906.

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F. WESLEY ORR, B.L., Professor of Dramatic Art and Forensics.

B.L., Drury College, 1901; Graduate, Curry School of Expression, Boston, 1905; Instructor in English and Public Speaking, Woodbury Forest School, Orange, Va., 1905-06; Professor of English and Public Speaking, Pacific University, 1906-10. Present position since 1910.

EDWARD ABNER THOMPSON, A.B., School of Expression
Lecturer on Interpretation and Voice Culture.

Bowdoin College, 1889-92; A.B., 1909; Emerson College of Oratory, 1894-95; Instructor in St. Mary's Academy, Manchester, N. H., 1896-1901; Graduate, School of Expression, Boston, 1905; Special Teacher of Voice, School of Expression, Boston, 1907-10; Lyceum Work, 1908-10. Present position since 1910.

JOSEPHINE RETZ-GARNS, Instructor in Expression, Harmonic Gymnastics, and Voice Culture.

Student, Cumnock School of Oratory, 1898; Graduate, Drake School of Oratory, 1900; Concert Tour, Standard Concert Co., 1900-1901; Retz-Reichard Recital Co., 1901; Graduate, Curry School of Expression, Boston, 1903; Reader and Accompanist, Signor Patricola Grand Concert Co., 1903-1904; Independent Recital Tour, 1904-1905; Imperial Saxophone Quartette, 1905-1906; Retz-Nehrbas Recital Co., 1906-08. Present position since 1908.

PEARL ELIZABETH SIMPSON, Tutor in Platform Reading.

Student, Montana State Normal School, 1903-05; Graduate, Lawrence School of Expression. "Platform Artists' Course," 1910. Present position since 1910.

WILLIAM HARPER, Dean of the Conservatory of Music and Instructor in Singing.

Student in America under Courteney, Del Puente, Rivardo, and George Sweet, 1892-1900; Student under Buzzi Peccia of Italy, 1901-3; Several Trips to Europe for Study; Church Positions in New York, 1892-1904; Concert and Oratorio Basso, singing with Sembrich, Nordica, Louise Homer, and other artists; Soloist with New York Symphony Orchestra, Thomas Orchestra, Apollo Club of Chicago, Minneapolis Orchestra, etc. Present position since 1907.

EDGAR BRAZELTON, Instructor in Pianoforte, Harmony, Counterpoint, and Analysis.

Student under Emil Liebling, Frederick Grant Gleason, Edmond W. Chaffee, and William Lewis of Chicago, 1893-97; Student in Paris and London, 1900; Director, Normal School Conservatory of Music, Marion, Ind., 1897-99; Teacher of Piano, Chicago Piano College, 1899; Private Studio, 1901-1908; Concert and Lecture Recitals. Present position since 1909.

ARTHUR H. ARNEKE, A.G.O., Instructor in Organ, Pianoforte, and Harmony.

Graduate, Guilman Organ School, N. Y. C., 1908; Student in Piano under Emil Liebling, Chicago; Student in Theory under Clement R. Gale, New York; Teacher, Lombard College, Galesburg, Ill., 1908-09. Present position since 1910.

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RUBY CAMPBELL LEDWARD, Instructor in Voice.

Student under L. A. Phelps, 1894-97; Student under Mrs. Lucille Tewkesbury, 1903-11; Private Studio, Kimball Hall, Chicago, 1906-11; Vocal Instructor, Englewood Woman's Chorus. Present position since 1911.

CARL J. WATERMAN, Instructor in Singing, Public School Methods, and History of Music.

Graduate, Lawrence Conservatory of Music, 1905; Student in Methods of Teaching Public School Music under O. E. Robinson, Chicago Public Schools, 1907-1910; Student in Singing under Karleton Hackett, Chicago, 1907-1910; Teacher of Vocal Music, Industrial School, Waukesha, 1906-09. Present position since 1910.

MRS. EDGAR BRAZELTON, Instructor in Pianoforte.

Student in Piano, Baptist College, Sioux Falls, S. D., 1900-01; Graduate, Coe College Conservatory of Music, 1905; Student under Homer J. Grunn, 1901-02; Student under Edgar A. Brazelton, 1906-08; Teacher of Piano, Brazelton Conservatory, 1906-09. Present position since 1909.

WINIFRED BRIGHT, Instructor in Pianoforte.

Student under Gertrude Merrick, Chicago, Clarence Shepard, Oshkosh, and Adams Buell and Edgar A. Brazelton, Lawrence Conservatory of Music, 1899-1908. Present position since 1908.

PERCY FULLINWIDER, Instructor in Violin.

Student in Violin under Jose Marien, College of Music of Cincinnati, 1903-07; Student in Harmony, Sight-singing, Ear-training, History of Music, etc., *ibid.*, 1903-07; Member Cincinnati Symphony Orchestra, 1906; Member Marien String Quartet, two years; Head of the Department of Violin, Dakota Wesleyan University, 1907-10. Present position since 1911.

LERA THACKRAY, Instructor in Piano and Elementary Theory.

Graduate, Teachers' Training Course, Lawrence Conservatory, 1910. Present position since 1911.

NINA B. COYE, Instructor in Piano and Elementary History.

Graduate, Teachers' Training Course, Lawrence Conservatory, 1910. Present position since 1911.

MRS. ELSIE BUCK BOTTENSEK, Instructor in Painting.

Student under Selina Clark, Professor Lydston, the Misses Dodge, and Mrs. Frackelton. Present position since 1886.

AIMEE BAKER, Instructor in Drawing.

Student, Art Institute, Chicago; Student, Academy of Fine Arts, Chicago. Present position since 1909.

ELIZABETH CATLIN, Instructor in Water Color and Figure Drawing.

Student under John Vanderpoel, Frederick Frier, Ralph Clarkson, John Johansen, Art Institute of Chicago, four years; Graduate, *ibid.*,

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1906; Instructor of Costume Sketch Class, *ibid.*, 1905-6; Private Studio, Aurora, Ill., 1905-6; Student under Johansen in the Saugatuck, Mich., Out-door Class. Present position since 1911.

CLARA HUDSON FAIRFIELD, Instructor in Pottery and Decorative Design.

Diploma in Art, Union Christian College, 1885; Student, School of Design, Cincinnati, 1885-6; Director of Art, Union Christian College, 1885-92; Teacher of Art, Clarinda Institute, Iowa, 1892-95; Student, New York State School of Ceramics, 1907-8. Elected instructor in Lawrence College, 1911, to begin work in September, 1912.

AMINE BELSCAMPER, A.B., Assistant in English Language.

RALPH W. TIPPET, Assistant in Chemical Laboratory.

VERONA C. KOCH, Assistant in Chemical Laboratory.

ROBERT W. HARNESS, Assistant in Biological Laboratory.

RAYMOND SORENSEN, Assistant in Physical Education.

GEORGE HOOPER, Assistant in Physical Education.

ZELIA ANNE SMITH, S.M., Librarian.

S.B., Lawrence University, 1882; S.M., *ibid.*, 1885. Present position since 1883.

DAVID RICHARD MOORE, Ph.D., Secretary of the Faculty.

OLIN MEAD, B.C.E., A.M., Registrar.

COMMITTEES OF THE FACULTY

ATHLETIC BOARD OF CONTROL—Professor Treat.

ATHLETICS—Professors Lymer, Spencer, Treat, Catlin, Mrs. Treat.

CATALOGUE—President Plantz, Professors Spencer, Fairfield, Youtz.

CHAPEL ATTENDANCE—Professor Mullenix.

CHRISTIAN WORK—Professors Naylor, Vaughan, Carter.

CLASS OFFICERS—Freshmen, Professors Naylor, Wright, Lymer, Trever; Sophomores, Professors Moore, Rogers, Fairfield; Juniors, Professors Treat, Farley; Seniors, President Plantz.

COMMENCEMENT—Professors Treat, Bushnell.

DISCIPLINE—President Plantz, Professors Treat, Naylor, Fairfield, Carter.

ENTRANCE CREDITS—Professor Youtz, Rogers, Farley.

ENTERTAINMENTS—Professors Moore, Spencer, Eddy, Corkhill.

LIBRARY—President Plantz, Professors Bagg, Ruff, Miss Smith.

ORATORY AND DEBATE—Professors Garns, Bushnell, Orr.

SCHEDULE AND SEATING—Professors Morris, Mahood, Mr. Mead.

SCHOOL VISITATION—President Plantz, Professors Vaughan, Naylor, Rogers.

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fairfield, Moore, Carter.

STUDENT EMPLOYMENT—Professors Bushnell, Vaughan, Farley, Ruff.

TEACHERS' BUREAU—Professors Treat, Rogers, Farley.

GENERAL INFORMATION

Location and Equipment

LOCATION

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and Northwestern, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connections with the Wisconsin Central, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad, now in process of construction, will probably reach Appleton in another year. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that within a few months the Fond du Lac line will be extended to Milwaukee.

The city of Appleton has a population of about 17,000 and is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and temp-

tations of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life, while at the same time the city is large enough to be visited by the best talent in the country.

CAMPUS

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

ATHLETIC FIELD

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for outdoor sports, and has been provided with a grand stand, bleachers, and a cinder running track.

BUILDINGS

The College Hall.—This building is a substantial stone edifice four stories in height. It is in the classic style of architecture, and is admirable in its harmonious proportions and imposing appearance. It is practically covered

with a magnificent ivy of many years growth. The building contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies. The School of Expression is, for the present, located in this building. This main hall was erected in 1853 and was for many years the largest and best college building in the West.

Stephenson Hall of Science.—This building is named after the Honorable Isaac Stephenson, of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone and, including the basement, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscopes and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the uses for which it was designed. Men of eminence in science who have visited it have pronounced it one of the best science buildings in the country possessed by an institution of college rank.

Carnegie Library.—The erection of a library was made possible by a gift of \$54,000 by Mr. Andrew Carnegie in 1905. The building, completed in the following year, is seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in height, and much admired as an excellent specimen of modern classic archi-

ture. The basement contains an unpacking room, a repair room, a magazine room, a stack room and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892, and was largely the gift of the citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with transit-circle, ten-inch

telescope, spectroscope, chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to ten o'clock. Special arrangements may be made with high schools or out-of-town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious dining room that will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Brokaw Hall.—Brokaw Hall, named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910, and designed to serve as the headquarters of the Y. M. C. A. and as a dormitory for men. It is one hundred and forty-five feet long by sixty broad, with four stories and a basement. The building has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria, and a dining

room, rooms for the resident professor and for the matron, and dormitory rooms for 126 men. It is located on the west of the campus, is in the colonial style of architecture, and cost, with the site, over \$70,000.

Peabody Hall.—Peabody Hall, the gift of the late George F. Peabody of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building is well arranged, and is well equipped with musical instruments.

Practice Building.—In 1906 the trustees purchased a commodious building for the Conservatory. Since the erection of Peabody Hall it is used as a practice building. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

Music Dormitories.—These are five commodious residences which are used as dormitories for women students in the departments of music and expression.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating plant by means of which the different buildings are heated.

LIBRARIES

The College Library.—The library is housed in the building erected in 1906 by the generosity of Mr. An-

drew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Mr. Samuel Appleton of Boston, Mass., who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund and the money received from a student library fee, together with the profits from the college book-store, are used for the maintenance of the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 28,000 books and 9,000 pamphlets, and has an excellent subject and author card catalogue. It is open throughout the day, including Saturday forenoons. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive and supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library is established in memory of the late Professor Hiram A. Jones, who for forty-four years held the chair of Latin Language and Literature. It adjoins the Latin lecture room and, by the generosity of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

Departmental Libraries are provided for most of the de-

partments, especially those of mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 10,000 volumes.

MUSEUM

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections, arranged with special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens, representing the flora of the state, of various parts of the United States, and of foreign countries.

A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended. It has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons, some of which are very rare and valuable; those of the coal measures are especially fine and complete.

Some years ago the college purchased the extensive conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illus-

trative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni residing in various parts of the world, especially those in missionary fields. There is a special alcove set apart for the relics of American history which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT

The Chemical Laboratories.—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen students, a room for organic combustions with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory

for analytical chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing, among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. The laboratories are provided with large hoods covering each section of desks, all connected with a 60-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, capable of accommodating twenty-five students at one time, a smaller laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished recitation room equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two

small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the student's work.

The Biological Laboratories.—The rooms of this department, which occupy the second floor of the science building, include a large, well equipped lecture room, the office of the professor, a dark room, store room, preparation room, culture room, histological laboratory, two large laboratories, and a departmental library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, lantern slides, projection microscopic stereopticon, opaque projection lanterns, charts, models, compound and simple microscopes of the best American and European makes, and a full line of apparatus for histological, physiological, and bacteriological work and demonstrations. Each student has his own desk and locker, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories there is a room with special heating and lighting, for experimental plant physiology for the growth of material for class work.

The Museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, store room, and a large and a small laboratory. The lecture room is equipped with a stereopticon and with maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the palaeontology of Wisconsin, is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose. The department is provided with models, transits, levels, theodolite, plane table, surveyor's compass, sextant, current meter, aneroid and mercurial barometers, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying astronomy, few institutions of equal rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and four-inch meridian transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sidereal, and an electrical; a sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION

PURPOSE

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, to give thorough discipline, and to develop correct habits of observation and reflection. The College is not intended to prepare men for any of the special occupations and professions, but, by affording a good general education and careful preliminary training, to make them ready to enter upon professional courses.

IDEALS

The ideal sought by the founders of the institution is the development of manly and womanly character based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or to impart sectarian tenets. The charter especially provides that no religious tenets shall ever be exacted of trustees, teachers, or students; but, while free from sectarian bias, the institution exalts those great religious ideals and conceptions that have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties, but believes that it should also develop the moral character and

cultivate the spiritual life. It seeks to prepare men not simply for business success, but for "complete living,"—for all the responsibilities that life in society may bring.

GOVERNMENT

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offences admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and the spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed in the disclosure of facts rather by the dictates of conscience and common sense than by any false sense of honor. In case of injury to persons or property, or

LEAVE OF ABSENCE

of gross immorality, the same principle will be observed respecting the requiring of testimony as prevails elsewhere in civil society.

At Ormsby Hall and at Brokaw Hall a system of self-government based on the honor of the student prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

STUDENT COUNCIL

A student council composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All College Day, one of the most important events in the entire year; this is a day set apart early in the year, on which sophomore and freshmen classes test their comparative strength in athletic contests. The student council serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

LEAVE OF ABSENCE

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absence from classes thus occasioned will be excused only when a leave of absence has been properly secured.

MORAL AND RELIGIOUS LIFE

Lawrence is a Christian, not a sectarian, college. The trustees and the teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. There are twice as many religious services at Lawrence every week as the average church offers its constituency. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There is perhaps no college where the religious tone is higher.

From the first day until the end of the college course *the religious helps are many and constant.*

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one

preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. From fifteen to twenty devotional Bible classes, open to all students, are conducted throughout the year by the Christian associations.

10. A missionary reading and lecture course and missionary meetings of the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view, a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented, not from the standpoint of a theological

school, but as essential factors in the liberal culture of twentieth century men and women.

SOCIAL LIFE

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events, largely in the hands of the students, are held under the auspices of the college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

ATHLETICS AND PHYSICAL EDUCATION

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate to their needs. The taking of physical exercise on the part of all students is encouraged, and the gymnasium is open from 9:00 A. M., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Outdoor sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis

LIVING EXPENSES

is placed, not so much on the production of expert teams as on the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the Faculty Committee on Athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium. Students who are below grade in more than one course can not compete in any intercollegiate contest, and students who are below in more than two courses must drop out of all athletic teams until their work has been made up.

LIVING EXPENSES

Living Expenses for Men.—A new dormitory, Brokaw Hall, has just been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the Middle West. It provides rooms for 126 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent matron who looks after its management and the welfare of the residents. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5.00, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15th that he wishes his room engagement canceled, the deposit is returned, but in no case thereafter. *Students who leave the Hall before the end of the semester will be required to pay for the room until the end of the semester, unless they leave by reason of sickness and under a physician's orders.*

The building is heated by steam and lighted by electricity. Rooms are furnished with davenport beds, a mattress, a table, chairs, a bureau, and rugs; but towels, sheets, pillow cases, blankets, and napkins are provided by the student, as are also the room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or wood work, and will be fined fifty cents for each violation, the fine being deducted from the deposit money. Students will also be charged with all breakage due to their own carelessness.

Rooms in the Hall are from \$18 to \$32 per semester, according to the location and size of the room. Seventy-five cents per week extra will be charged students who room alone. Room rent includes heat, light, and the washing of towels, napkins, and bed-linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in addition to this amount. Table board is on the cafeteria plan and averages from \$2.75 to \$3.25 per week.

Payment for rooms is made at the beginning and middle of each semester; after ten days an extra charge of \$1.00 per week will be made as long as the bill remains unpaid, unless for exceptional reasons special arrangement has been made to postpone payment.

An average estimate of the living expenses of men who live in Brokaw Hall is \$130 a year for room and board. This estimate does not include tuition, incidental fees, books, or personal expenses. A student can room in Brokaw Hall and pay his entrance fees, books, room, and board for \$200 a year.

Some students secure rooms in the city and board themselves, reducing their living expenses to below \$100 a

year. There are accommodations for about seventy men in the fraternity houses.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex, or in other dormitories. The Hall is in charge of a competent matron and a dean, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied with a deposit of \$5.00, without which no room will be reserved. If a room is engaged and the matron is notified to cancel it before August 15, the deposit fee will be returned, but in no case if the notification is received after this date. *Students who are permitted to leave the Hall before the close of the semester will be required to pay the room rent till the end of the semester.*

The dormitories furnish accommodations for about two hundred fifty women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, one table, chairs, bureaus, a wash-stand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled, or painted, and may be so used, unless the student prefers a rug or carpet. Rooms in the Hall, including board, are \$150, \$160, \$170, and \$180 per year according to location and size of room. Seventy-five cents extra per week will be charged students who room alone. Room rent includes heat, light, and washing of towels and bed linen not to exceed six pieces. Students must pay regular rates for all laundry in addition to this amount. All linen should be plainly marked.

Payment for room and board is to be made as follows:

one fourth at the beginning of each semester and one fourth the Monday following the Thanksgiving and the Easter vacations. One dollar a week will be charged as a fine for each week board remains unpaid after the dates mentioned, unless special arrangements have been made.

Reductions are not made for absences of less than one week in extent. Women from abroad are required to board in the dormitories, unless for *adequate reasons*, and at the request of their parents or guardians, they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for any damage done to the room.

An average estimate of living expenses for women who board and room in Ormsby Hall, with heating, lighting, and washing included, is \$75 per semester. Students who board themselves reduce their expenses for board to below \$100 per year. These estimates do not include tuition, incidentals, or personal expenses.

SELF HELP

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very much limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, and so forth.

LOAN FUNDS

It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known his chances for self-help are increased, and, if he be a good worker and faithful, they are assured. No student, however, should endeavor to carry full work in school and pay his own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

LOAN FUNDS

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the President may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest bearing notes, with indorser, and are to be paid at such a time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two

years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS

1. No tuition will be charged any student owning a Perpetual Scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. *Lyman A. Jones Scholarship.* The income of \$1,000.

3. *Samuel A. Jones Scholarship.* The income of \$2,000.

4. *Tuition Scholarships.* Limited in number but providing free tuition, at the discretion of the President.

5. *McMullen Scholarship.* This scholarship was founded by John C. McMullen of Oakland, Cal., a member of the class of 1880. It is bestowed "at the discretion of the President upon any worthy student having promise of future usefulness, and who is studying in the departments of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about \$75 a year.

6. *Helen Fairfield Naylor Scholarship*.—This scholarship was founded by Mrs. Naylor's last earnings before she was married. In view of its source the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholarship will be made by the president of the college and the professor of Biblical Literature.

7. *The University of Wisconsin* has granted the faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

8. *Rhodes Scholarship*.—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

9. *Freshman Scholarships*.—Three scholarships of \$100 each will be awarded to freshmen on the basis of competitive examinations, held a few days after the opening of the fall semester, in the high school subjects

of English, Latin, and Mathematics. These scholarships are called the Norman Brokaw scholarship, the F. E. Saecker scholarship, and the Lawrence scholarship. All students regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

PRIZES

Annual Prizes have been established in this institution as follows:

1. *Lewis Prize*.—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the department of Liberal Arts.

2. *President's Prize*.—This prize, for excellence in declamation, is open to juniors and sophomores.

3. *College Prize*.—This prize is for excellence in oratory, open to members of the junior class. All orations must be handed in by the first week in January.

4. *Tichenor Prize*.—This prize, founded by Charles I. Tichenor, A.M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by competitive examinations in English literature, and is open to all sophomores. The courses upon which the examination will be based are those in Shakespeare, Milton, the Novel, Eighteenth Century Literature, and Nineteenth Century Literature.

STUDENT ORGANIZATIONS

Alex. Reid Scholarship.—This scholarship, founded by a bequest of the late Alex. Reid of Appleton, is the interest on \$500, to be given the student who writes the best essay of from 1000 to 2000 words.

5. *Hicks Prize.*—This prize is awarded to that member of the sophomore class who shall write the best English composition. This prize was established by Hon. John Hicks, of Oshkosh.

6. *Two Prizes for Work in Latin.*— (a) The McNaughton Prize, given by John McNaughton, is awarded to the student who shall attain the highest proficiency in the work of the sophomore year; (b) The Peabody Prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in the work of the sophomore year.

7. *Vaughan Prize.*—This prize is offered for the best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." This prize is given by Prof. J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

STUDENT ORGANIZATIONS

Literary Societies.—There are four literary societies connected with the institution, viz: the Philalathean and the Phoenix for men, and the Athena and the Lawrean for women. The societies are in a prosperous condition, and most of the students avail themselves of the advantages offered. The halls are provided by the college, and through the liberality of the members and friends, are well furnished. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are four fraternities and four sororities connected with the college. The fraternities are well located in private houses—either owned or rented,—and all have members of the faculty associated with them as honorary members. The sororities are strong and hold their sessions with the women's halls. These organizations are important factors in the social life of the college.

College Club.—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrentian Publishing Association. This is known as the College Club. The object of this club is to “unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the *Lawrentian*, and to extend the influence of Lawrence College.” Any student, alumnus, member of the faculty, or friend of the college may become a member of the College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club's jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision of each of these interests.

The Board of Control of Athletics consists of eleven members, representing each phase of the club membership. All athletic activities, such as football, basketball, baseball, the Pentathlon, and the track and field events are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

The Board of Control of Oratory and Debate is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

The Board of Control of the Lawrentian consists of ten student members of the College Club, who constitute the editorial staff. This board has full charge and supervision of the financial and literary policies of the *Lawrentian*.

Language Clubs.—1. A German club has been organized under the direction of the department of Modern Languages, and has been productive of most satisfactory results. Conversation in German is expected of all the members, and German literary programs are rendered.

2. The Modern Language Department has also organized a *Cercle Français* for those desiring more practice in speaking French than is possible in the class room.

3. *Latin Club.*—A Latin Club is conducted under the auspices of the Latin department and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

Chemistry Club.—A Chemistry club has been organized for the purpose of acquainting the students with the

latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

The Preachers' Club.—The President of the college meets weekly with the young men who expect to enter the ministry and discusses with them sermonizing, pastoral work, the best books that appear, and other matters relating to their intended calling.

The Philosophical Club.—This is an organization of members of the faculty, citizens, and students. It meets monthly, when a paper is read and a general discussion is held. The aim is to arouse interest in philosophic themes and to keep the members informed on the latest developments in philosophic thought.

Physics Club.—The purpose of this organization is to stimulate interest in the work of the department by keeping its members in touch with the development that is so rapidly taking place both in the science itself and in the application of its principles to the commercial problems of the day.

Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line, manufacturing, teaching, or engineering, is secured for one or more addresses.

Musical Organizations.—There are several musical organizations, such as glee clubs, quartettes, the College Band, and the Mandolin Club, which are under the supervision of the faculty of the department of Music. The musical director must be informed of all trips and public

PUBLICATIONS

performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies will not be permitted to continue their connection with any of these organizations.

PUBLICATIONS

The Lawrentian is published by the College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

The Ariel.—*The Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the Junior class, is a spicy account of the events of the year at Lawrence.

The Lawrence Bulletin.—The *Lawrence Bulletin* is published by the college, monthly, and is intended to discuss topics of interest to the friends of the college, as well as educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent *gratis* to any one upon application.

The Conservatory of Music Bulletin.—A bi-monthly publication of the Department of Music.

The School of Expression Bulletin.—A bi-monthly publication of the Department of Expression.

The College Catalogue.—The College publishes a yearly catalogue in which a full description of the work of the institution is printed. The catalogue is sent free on application.

The Alumni Record.—An *Alumni Record* is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

The Lawrence Latinist.—This is a publication issued by students in the department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

TEACHERS' BUREAU

Some years ago a bureau was established to assist former graduates and students about to graduate in securing positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Professor J. H. Farley, Secretary.

EXTENSION LECTURES

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical, but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occa-

PUBLIC LECTURES

sions. A small charge is made for this work. Persons interested may address the President, who will send a list of speakers, together with their subjects, terms, and any other information that may be desired.

PUBLIC LECTURES

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as to members of their classes. During the past year the following eminent speakers have addressed the students: President William H. Taft, Bishop John W. Hamilton, Rev. Thomas Nicholson, D.D., Secretary of the Board of Education of the Methodist Church, Rev. Frank Gunsaulus, D.D., and others.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. There are also two exceptionally strong musical courses in which the greatest artists appear. The Conservatory of Music has the supervision of one of these and engages for it the most celebrated musicians of the country.

ALUMNI ORGANIZATION

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, usually holding a banquet during the session of the Wisconsin State Teachers' Association which is held in Milwaukee early in November. There are also alumni organizations in New York and in Chicago.

CLASS OFFICERS

Every student is under the supervision of some professor appointed by the President to act as his class officer. There are one or more such officers over each class, and those appointed continue with the class until it graduates, except that all freshmen come under the supervision of the President. The class officers watch the work of the students under their charge, receive reports from their teachers, and make a statement of the same to the President at the end of each semester and to the student's parents or guardians when desired. The class officer is always available for conference in all that relates to the school work of the student, or other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The class officers for the year 1912-13 are as follows: Freshmen, Professors Naylor, Wright, Lymer, Trever; Sophomores, Professors Moore, Rogers, Fairfield; Juniors, Professors Treat and Farley; Seniors, President Plantz.

COLLEGE OF LIBERAL ARTS

General Regulations

THE COLLEGE YEAR

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the second Wednesday in September; the second semester begins on the last Wednesday of January. The studies of the college have been so arranged that students can begin their course with the second semester; but persons wishing to enter at this time should come to Appleton not later than the last Tuesday in January, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins the Wednesday noon before Christmas; recitations are resumed Thursday, January 2, at eight o'clock. There is no recess between the first and second semesters.

REGISTRATION

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his class officer for advice and assistance in the selection of his studies. He then takes the two cards made out by the class officer to the college office and pays his semester's dues. One card containing his name, address, and other information is left at the office; the other,

after having been countersigned by the registrar, must be presented to the different teachers for their signature before he can be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the registrar. If the student does not thus return his card within ten days from the time of registration, he will be fined \$1.00. Students who neglect to register before 9 A. M. Thursday morning will be charged \$2.00 and will be marked absent from all recitations missed in every class that they subsequently enter. In registering, the student will leave with the registrar a list of credits from such secondary schools or colleges as he may have attended.

LIMITS OF WORK ALLOWED

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first semester he is enrolled, nor subsequently unless his average standing during the preceding semester is A. An exception is made in the case of juniors and seniors who are behind their respective classes, the former being permitted, at the discretion of the faculty, two hours extra per semester, and the latter being granted such work as the faculty may determine. Special students may take such work as may be arranged for with the President.

FEEES

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruc-

FEES

tion. The regular charges per semester are as follows:

Tuition	\$ 3.00
Incidental Fee, including library and gymnasium fees and club ticket	27.00
Graduating Fee	10.00
Examinations at other than regular times.....	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Geology	1.00
Mineralogy	3.00
Physiology	3.00
Surveying	2.00
Astronomy	2.00

Students taking more than seventeen hours work per week will be charged one dollar and seventy-five cents for every additional hour. Students taking less than regular work are charged two dollars per hour credit.

Students taking five hours or more are required to purchase a club ticket.

Students doing work *in absentia* will be required to pay one dollar for every hour of work taken.

All bills must be settled in advance; and when for any cause they are not paid within the first three weeks, \$1.00 extra per week will be charged.

No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester. College students absent for a semester or part of a semester and still continuing with their classes will be charged the regular semester fees.

Students' bills are two dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certi-

ificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

ATTENDANCE

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from the daily standing and final examination as follows: one-half per cent for 4 or 5 hour, one per cent for 2 or 3 hour, and one and one-half per cent for one hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence

ATTENDANCE

the faculty may, on petition, vary the rule. If a student is tardy at any exercise he will be so marked in the instructor's record book, and three such tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of \$1.00, unless he can show that he was detained by sickness.

Teachers are to report all students who are absent one-tenth of the recitations of a course to the President as soon as that number shall have been reached.

If a student drops a class without permission from his officer, he will be reported "failed" in the study. A permit to drop a study must be presented within two weeks after it is granted.

Absence from chapel is treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one-half hour credit from the semester's credits of the delinquent student.

Excuse for absences may be obtained only from the President or, in his absence, from the Dean.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

When a student is in a physical condition such that his physician sends a statement to the faculty that he should

be excused from taking an examination, he will be excused when his daily standing averages B or above. In this case he will be graded on his monthly averages.

EXAMINATIONS

Written examinations in all courses are held at the close of each semester. Three hours are given for all four- and five-hour courses, and an hour and a half for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it and, if it be a required study, must take it again in class. A student who fails to remove his condition within ten weeks after the opening of the semester following that in which it was incurred, will be counted as having failed in that course. A student who, by special permission of the faculty, is given the privilege of taking an examination at any other time than as specified above, must first pay the registrar a fee of \$1.00. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source". The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person

GRADING SYSTEM

is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

GRADING SYSTEM

In determining a student's rank, the combined marks of daily recitations, quizzes, articles, and reports count as two-thirds, and the final examinations as one-third in the standing for the semester. Students whose average daily grades are below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for any sufficient cause, his grade may be determined by examination alone.

The following is the system of grades:

A.....90-100	D.....Incomplete
B.....80-90	E (Conditioned).....60-70
C.....70-80	F (Failed).....below 60

The letter D signifies that the grade is withheld because the work of the course has not been fully completed. Unless the work is brought up and grade reported within ten weeks of the beginning of the next semester that the student is in college, the grade becomes E, and is so recorded.

E signifies a condition. The student who has a condition must pass a second examination to obtain credit in the subject. He may pass this examination at any of the regular examination periods during the next semester in college. Otherwise E is changed to F.

F signifies failure, the student receiving no credit for the course. If it is a required study, he must take it again in class. If it is an elective, he must either take it again or take some other course in its place. Students who receive F will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to F. At the end of every month students who have received a mark of less than C in their daily work will receive notification.

Teachers are required to report at the first faculty meeting each month all students in their classes whose grade is below C.

A student who, during his first semester of residence, does not receive at least C in one-third of his hours is dropped from the college.

When a student after his first semester has been marked F in one study, or has been conditioned in two or more studies, he is regarded as on probation, and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has been marked F in two or more studies, the President may forbid his return to the college.

Members of the senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS

Every teacher reports monthly to the President, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his

absences. When a student is falling behind in his work he is notified and counselled to bring up his standing. If the failure continues two months in succession his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college reports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

CONSULTATION HOURS

In order to be as helpful as possible to students, each teacher has two or more consultation hours every week, at which time he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of moral and religious character.

HONORS IN SCHOLARSHIP

Honors in scholarship may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings. Honor standings are awarded at the close of each academic year, according to the fol-

lowing provisions: at the close of the freshman, sophomore, and junior years *high honors* are given those who have attained the grade of A in at least eighty per cent of their hours without falling below B in any course. *Honors* are given to those who have attained a grade of A in at least sixty per cent of their hours without falling below B in any course.

Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Students who, during their sophomore, junior and senior years, have maintained a grade of A in not less than fifty per cent of their courses and have not fallen below B in more than two per cent, will be graduated *cum laude*. Students who, during the last three years of their college work, have maintained a grade of A in two-thirds of their courses and have not fallen below B in any course, will be awarded *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence and cannot be awarded if a student has fallen below A in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors. Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.
2. No person may become a candidate for honors in two departments except by vote of the faculty.
3. All candidates for honors must be candidates for a degree and in full standing with their classes.

GRADUATION

4. Candidates must not fall below the grade of B in more than fifteen hours and must obtain a grade of A in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors, must elect at least eight additional hours, and must do such collateral work as the professor in charge of the department shall assign. The results of this collateral work must appear in a thesis of satisfactory length representing investigation equal to at least six semester hours, which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the President will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of A, and will receive special mention at the commencement at which the honor is taken.

GRADUATION

The College of Liberal Arts grants but one bachelor's degree, the Bachelor of Arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained a grade of at least B in not less than sixty per cent of the required hours.

3. All conditions and "incompletes" must be removed by the tenth week of his last semester.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of Bachelor of Philosophy is outlined.

The degrees of Bachelor of Oratory and of Bachelor of Music will be conferred upon such students as fulfill the requirements of the faculty for such degrees. These requirements are stated in the paragraph on degrees in those parts of the catalogue given to the Conservatory of Music and the School of Expression.

GRADUATE WORK

Graduate work may be pursued for the degree of Master of Arts.

This degree will be conferred upon graduates of Lawrence, or of any college of recognized standing, who have completed one year's resident graduate work at Lawrence, or upon graduates of Lawrence who have completed an equivalent course in residence at some other approved non-professional school. Graduates of Lawrence may be permitted at the discretion of the graduate committee to do one-half of the year's work *in absentia*.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours of credit in advance courses previously approved by the heads of the departments concerned.

2. Not less than half the time shall be devoted to a major subject, and at least one-third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

SPECIAL STUDENTS

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1 and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing resident graduate work will be charged the same fees as undergraduate students. Credits toward a master's degree will be accepted from other institutions. Graduate courses for degrees other than the master's are not given.

SPECIAL STUDENTS

Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose shall be determined by consultation with the president, who will act as their class officer, or who will refer them to some teacher who will have the oversight of their work. If a special student is conditioned, or if he fail in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and must pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree may in any case enroll as a special student.

REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS

Any club, association, or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty committee on entertainments, of which the president of the college is chairman, and no engagements shall be made without the approval of such committee. A freshman with an entrance condition may attend, but he may not be a participant in such an entertainment without the permission of his class officer, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, or who is below grade in more than one study, is allowed to manage or to be a participant in any game, contest, or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he is connected.

Members of athletic organizations are exempt from these rules in so far as they are in conflict with the rules

STUDENT ACTIVITIES

of the Wisconsin Intercollegiate Athletic Association and of the local athletic committee.

JUNIOR EXHIBITION

The Junior Exhibition is one of the exercises of commencement week. The speakers are selected by the professors of English Language, English Literature, and Public Speaking, on the basis of grades in composition and public speaking. A special contest may be held at the discretion of the committee. Seven speakers are selected, and in all cases those chosen to participate must be notified by the committee by the first day of March. The College Prize is awarded to the contestant who receives the highest markings on composition and delivery.

INTER-COLLEGIATE DEBATES

Several intercollegiate debates are held each year. These for the past few years have been with Hamline, Beloit, and Carleton colleges. In other years debates have been held with Albion, Ripon, Lake Forest, and Upper Iowa University. There is a Freshman, a Sophomore, and an All College Debate every year. This work is under the supervision of the professors of Economics and Public Speaking.

CREDIT IN PROFESSIONAL SCHOOLS

Credit for work done at Lawrence can usually be secured in professional schools where the student selects the group of studies that is designed as a prerequisite to his particular calling. Thus the University of Wisconsin allows credit in its School of Agriculture, School of Engineering, School of Pharmacy, and other departments. Northwestern University at Evanston, Ill., has also arranged to give graduates advanced standing in its pro-

fessional schools. Those who enter the Garrett Biblical Institute, the School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in Theism, Science, and Philosophy of Religion, Apologetics, and English Bible, to complete their theological work in two years. In short, if the right selections are made, credit sufficient to enable the student to shorten the professional course one year, may be secured in most professional schools.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Students who change from either institution to the other will be given the rank of sophomores or juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to change at the end of their junior year, and where such cases occur they will be dealt with on their individual merits.

HONORARY DEGREES

Honorary degrees are granted by the trustees on recommendation of the faculty, but subject to a limitation stated in the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

TEACHER'S CERTIFICATE

TEACHER'S CERTIFICATE

The requirements for a teacher's certificate based upon a diploma granted by the college consists, in addition to work done in the major subject and to other work in the college, of twelve units, divided as follows:

- (1) Psychology 3 hours
- (2) One departmental teacher's course....2 hours
- (3) Education 7 hours

If a departmental teachers' course is not taken, nine hours are required in the department of Education. A departmental teacher's course may not be credited toward a teacher's certificate unless the subject concerned is offered as a major or a minor.

The work in education must be selected from the following courses: 1, 2, 4 or 5 or 6, 8, and 10, of which 2 and 8 are required.

Upon the completion of the above work the college will issue a certified statement indicating the subject or subjects in which the requirements of teaching have been fulfilled, which may be presented to the state superintendent who will issue a license to teach for one year in any public school in Wisconsin. To graduates who have received this certificate, and can present satisfactory evidence of good moral character, together with one year of successful experience as a teacher after graduation, the state superintendent regularly grants an unlimited state certificate.

ADMISSION TO THE COLLEGE

CONDITIONS

Admission to the college is by examination or by certificates from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester at 9 o'clock A. M., to accommodate those who enter at this time.

Graduates of any school that has been approved by the faculty may be admitted to the college *without examination* on the presentation of certificates giving their standings. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as the 30th of August, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably continue in the class assigned, he may be remanded

to such a class in that subject as he is prepared to enter ; but the classification to which his certificate admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and certificates of regular dismissal will be required from those who have been students in other colleges.

REQUIREMENTS FOR ENTRANCE

Students are admitted to the College of Liberal Arts on the basis of *units* offered. A unit is understood to mean a subject pursued five times a week for one year, or an equivalent of this amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit, as physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, eight of which are required and seven are elective.

I. The following subjects are required of all:

English	2 units
Foreign Language	2 units
History	1 unit
Mathematics	2 units
Natural Science	1 unit

II. In addition to the requirements under I, seven units must be offered from the following elective subjects:

Agriculture	$\frac{1}{2}$ to 1 unit
Botany	$\frac{1}{2}$ to 1 unit
Chemistry	1 unit
Civics	$\frac{1}{2}$ unit
Commercial Geography	$\frac{1}{2}$ unit
Commercial Subjects	1 unit

LAWRENCE COLLEGE

Drawing	$\frac{1}{2}$ to 1 unit
Domestic Science	$\frac{1}{2}$ unit
Economics	$\frac{1}{2}$ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i>)	2 units
Greek (Homer, <i>Iliad</i>)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons, and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	1 unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	$\frac{1}{2}$ unit
Mathematics (Plane and Solid Geometry)	$1\frac{1}{2}$ units
Mathematics (Plane Trigonometry)	$\frac{1}{2}$ unit
Physics	1 unit
Physiography	$\frac{1}{2}$ to 1 unit
Physiology	$\frac{1}{2}$ unit
Psychology	$\frac{1}{2}$ unit
Theory and Art of Teaching	$\frac{1}{2}$ unit
Zoology	$\frac{1}{2}$ to 1 unit

LIMITATIONS. Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial or other vocational subjects. If no more than two units of foreign language are offered, they must, in order to meet the language requirements for entrance, be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in any sense, even in part, as meeting the language requirements.

ADMISSION WITHOUT FOREIGN LANGUAGE. Students entering the college are advised to present Latin, or Latin

ADMISSION TO THE COLLEGE

and a second foreign language, to the extent of at least four units. Students may be admitted, however, without any foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) The language requirements, however, must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit hours required for graduation from the college. (3) Students admitted with a condition in language must elect at least three units of foreign language in the college, in addition to the language taken to meet their condition in language, except that those electing the Pre-engineering group, or the special chemistry group of studies, need elect but two units.

SUBJECT OUTLINE OF REQUIREMENTS

ENGLISH

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

Grammar.—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

Composition.—The high school composition should aim at giving the student power to express his thought clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

Rhetoric.—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in his practice in writing, such as the principles of sentence structure, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and co-

herence of the sentence and the paragraph, and the simpler qualities of style.

Literature.—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

I. BOOKS PRESCRIBED FOR READING

Group I (two to be selected): Shakspeare's *As You Like It*, *Henry V*, *Julius Caesar*, *Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected): Bacon's *Essays*, Bunyan's *Pilgrim's Progress* (Part I), Sir Roger de Coverley Papers in *The Spectator*, Franklin's *Autobiography*.

Group III (one to be selected) Chaucer's *Prologue*; Spenser's *Faerie Queen* (Part I); Pope's *Rape of the Lock*; Goldsmith's *Deserted Village*; Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected): Goldsmith's *Vicar of Wakefield*, Scott's *Ivanhoe*, and *Quentin Durward*, Hawthorne's *House of the Seven Gables*, Thackeray's *Henry Esmond*, Gaskell's *Cranford*, Dickens's *Tale of Two Cities*, Eliot's *Silas Marner*, Blackmore's *Lorna Doone*.

Group V (two to be selected): Irving's *Sketch Book*, Lamb's *Essays of Elia*, De Quincey's *Joan of Arc* and *The English Mail Coach*, Carlyle's *Heroes and Hero Worship*, Emerson's *Essays* (selected), Ruskin's *Sesame and Lilies*.

Group VI (two to be selected): Coleridge's *Ancient Mariner*; Scott's *Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *Courtship of Miles Standish*; Tennyson's *Princess*; Browning's *Cavalier Tunes*, *Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Boy and the Angel*, *One Word More*, *Hervé Riel*, and *Pheidippides*.

II. BOOKS PRESCRIBED FOR STUDY AND PRACTICE

Shakespeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

HISTORY, CIVICS AND ECONOMICS

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman), 1 unit.

Medieval and Modern History.

American History, or American History and Civics,
1 unit.

English History, 1 unit.

Economics, or Social Science, 1 unit.

REQUIREMENTS FOR ADMISSION

MATHEMATICS

1. ALGEBRA, 1 unit. The requirement in algebra includes the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. ADVANCED ALGEBRA, $\frac{1}{2}$ unit. Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the tables in simple numerical work.

3. PLANE AND SOLID GEOMETRY, 1 unit. A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. PLANE GEOMETRY, 1 unit. A more extensive and intensive study of plane geometry extending throughout the year.

5. SOLID GEOMETRY, $\frac{1}{2}$ unit. A half-year of solid geometry, following a year of plane geometry, will be credited $\frac{1}{2}$ unit.

6. TRIGONOMETRY, $\frac{1}{2}$ unit. Solution of right and oblique plane triangles, trigonometric equations, and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed four units, will be given those who have had further work in algebra, trigonometry, or surveying.

SCIENCE

BOTANY, 1 unit. This should include a study of plant types and the physiology of plants; at least half of the course should consist of laboratory work. Where less

than a year's work is possible, botany may be combined with physical geography and physiology to make up a unit. Bergen's *Elements of Botany*, or Bailey's, covers what is desired for entrance.

CHEMISTRY, 1 unit. A year's work of descriptive chemistry, covering both metals and non-metals and divided about equally between the class-room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with manual, comprizes the work required.

PHYSICS, 1 unit. One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics, supplemented by a laboratory course in elementary physics. The laboratory note-book should be presented by candidates for admission.

PHYSIOGRAPHY, $\frac{1}{2}$ unit. This course should include:

1. Principles as presented in the best recent text-books.
2. Field study, with records of field trips.
3. Ability to use topographic maps, weather charts, etc. Where it is not possible to give a full year's work to this subject, it may be combined with botany and physiology to make a unit.

PHYSIOLOGY, $\frac{1}{2}$ unit. This course should include anatomy, physiology, histology of the human body, and hygiene. Some such text as Martin's *Human Body*, *Briefer Course*, may be considered as a guide.

ZOOLOGY, 1 unit. From three to four laboratory pe-

REQUIREMENTS FOR ADMISSION

riods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or text-book work on classification and general zoology must be a part of the work. Kellogg's, or Davenport's, *Elementary Zoology* may be a gauge of the work required.

VOCATIONAL SUBJECTS

Students may offer not more than four units in manual training, domestic science, agriculture, commercial and other vocational subjects, the work to be of the character and amount outlined in the annual reports of the North Central Association of Colleges and Secondary Schools.

LATIN

I. Amount and Range of the Reading Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Orationes against Catiline, for the Manilian Law*, and *for Archias*; Vergil, *Aeneid*, I-VI.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The

vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *for Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

Grammar and Composition. The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

GREEK

1. Greek Grammar. Any standard Greek grammar, including prosody.
2. Xenophon's *Anabasis*, four books.
3. Homer's *Iliad*, three books.
4. Greek Prose Composition. Pronunciation according to written accents.
5. Students will be tested in reading easy Greek at sight.

REQUIREMENTS FOR ADMISSION

GERMAN

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 75 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read. 1 unit.

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy selected passages, and continued drill upon the rudiments of grammar. 1 unit.

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language. 1 unit.

FRENCH

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill

in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation. 1 unit.

2. The second year's work should comprise the reading of from 250 to 400 pages of easy, modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts, sometimes oral and sometimes written, of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences. 1 unit.

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation. 1 unit.

ADVANCED CREDIT

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of college credit, less one-half, as the subject was credited in the secondary school. Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certifi-

ACCREDITED SCHOOLS

icates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

ACCREDITED SCHOOLS

Graduates from high schools that have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and re-classify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institutions has placed on its accredited list:

School	Principal
* Abbotsford	R. M. Blackmun
Albany	F. F. Householder
Algoma	J. L. Dahl
Alma	Wm. H. Eller
Amery	Geo. De Guire
Antigo	W. H. Hickok
Appleton	P. G. W. Keller
Arcadia	Robert Lohrie
Argyle	Wm. J. Troutman
Ashland	N. J. Hocking
Ashland, Northland Academy	M. J. Fenenga
Athens	S. G. Corey
Augusta	L. C. Hatch
Baldwin	Dan'l Early
Bangor	Chas. H. Bartelt
Baraboo	A. C. Kingsford
Barron	H. H. Humphrey
Bayfield	F. E. Hamlin
Beaver Dam,	Theo. Groenert
Beaver Dam, Wayland Academy	E. P. Brown
Belleville	J. A. Mortimer

LAWRENCE COLLEGE

School	Principal
Belmont	F. O. Bartelt
Beloit	J. C. Pierson
Benton	Frank Schofield
Berlin	W. T. Anderson
Black Earth	J. E. Heffernan
Black River Falls	W. H. Kelly
Blair	H. M. Halvorson
Blanchardville	Allen P. Jenks
Bloomer	L. A. Simnicht
Bloomington	Erskine L. Jay
Boscobel	W. C. Knoelk
Brandon	E. C. Brown
Brodhead	F. W. Oldenburg
Burlington	J. S. Miller
Cambria	U. T. Cady
Cambridge	I. H. Kircher
Cashton	F. C. Bray
Cassville	P. F. Fisiner
Cedarburg	W. H. Fromm
Cedar Grove, Wisconsin Memorial Academy.	P. E. Hincamp
Chetek	C. M. Chapman
Chilton	G. M. Morrissey
Chippewa Falls	A. G. Findlay
Chippewa Falls, McDonnell Memorial High School	Sisters of Notre Dame
Clinton	S. P. Reese
Clintonville	A. U. Kasten
Colby	Roy Martin
Columbus	Roy L. Heindel
Crandon	A. A. Blandin
Cuba City	F. E. Ralph
Cumberland	A. J. Herrick
Darien	J. S. Pitts
Darlington	W. W. Woolworth
Deerfield	E. A. Reynolds
De Forest, Windsor Township	E. C. Meland
Delavan	H. A. Melcher
De Pere	C. C. Bishop
Dodgeville	H. W. Kircher
Durand	W. F. Roecker
Eagle River	U. S. Houston
East Troy	Rollie A. Petrie
Eau Claire	M. S. Frawley
Edgerton	F. O. Holt
Elkhorn	John Dixon
Ellsworth	N. A. Anderson
Elroy	G. R. Ray
Endeavor Academy	W. M. Ellis
Evansville	J. F. Waddell
Evansville Seminary	Anna L. Burton
Fairchild	R. M. Lewis
Fennimore	F. E. Drescher
Florence	L. A. Jones
Fond du Lac	I. O. Hubbard
Fond du Lac, Grafton Hall	B. Talbot Rogers
Fort Atkinson	J. A. Hagemann
Fox Lake	L. F. Smith
Galesville	H. C. Almy
Glenbeulah	Chester W. Collman
Glenwood	P. J. Lynch
Grand Rapids	H. F. Kell
Grantsburg	J. M. Hammer
Green Bay, East	W. T. Ream
Green Bay, West	C. F. Cole

ACCREDITED SCHOOLS

School	Principal
Green Bay, St. Joseph's Academy	Sisters of St. Joseph
Green Lake	Geo. Eigenberger
Greenwood	F. E. Jaastad
Hartford	W. E. Elmer
Hayward	Henry G. Hotz
Hazel Green	Chas. Reddy
Highland	H. C. Hacker
Hillsboro	T. J. Hugill
Hillside Home School	Ellen C. Lloyd-Jones
Hixton	Jane Lloyd-Jones
Horicon	Fred C. Martin
Hudson	T. L. Bewick
Hudson, Galahad, a School for Boys	F. R. Hamilton
Hurley	J. P. Inglis
Independence	T. W. MacQuarrie
Iola	J. E. Murphy
Iron River	G. P. Junkmann
Janesville	John Kuck
Jefferson	V. T. Thayer
Juneau	H. C. Buell
Kaukauna	E. W. Waite
Kenosha	O. H. Bauer
Kewaunee	L. P. Bunker
Kiel	Geo. N. Tremper
Kilbourn	M. McMahon
La Crosse	B. F. Adams
Ladysmith	T. M. Risk
La Farge	B. E. McCormick
Lake Geneva	E. C. Gotham
Lake Mills	B. B. Schroeder
Lancaster	Mrs. M. Baker
Linden	O. M. Jones
Little Chute	F. W. Traner
Lodi	C. E. Lamb
Lone Rock	P. A. Klumb
Loyal	L. F. Rahr
Madison	L. E. Weiland
Madison, Sacred Heart Academy	E. C. Hirsch
Madison, Wisconsin Academy	Thos. Lloyd-Jones
Manawa, Little Wolf	Dominican Sisters
Manitowoc	Charlotte E. Richmond
Marinette	J. H. Hardgrove
Markesan	C. G. Stangel
Marshall	F. W. Hanft
Marshfield	E. M. Cox
Mauston	C. E. Fawcett
Mayville	C. W. Otto
Mazomanie	C. W. McNown
Medford	L. S. Keeley
Mellen	H. G. Parkinson
Menasha	J. E. Phillips
Menomonee Falls	W. P. Hagman
Menomonie	John Callahan
Merrill	W. J. Arnold
Middleton	G. A. Works
Milton	E. W. McCrary
Milton College Academy	C. A. Jahr
Milton Junction	J. F. Whitford
Milwaukee, East Division	W. C. Daland
Milwaukee, North Division	J. M. Gahagan
Milwaukee South Division	G. A. Chamberlain
	R. E. Krug
	H. E. Coblentz

LAWRENCE COLLEGE

School	Principal
Milwaukee, West Division	A. C. Shong
Milwaukee-Downer Seminary	Ellen C. Sabin
Mineral Point	R. E. Loveland
Minocqua	L. J. Hollister
Mondovi	P. F. Neverman
Monroe	G. B. Haverson
Montello	L. U. St. Peter
Montfort	J. E. Rohr
Mt. Horeb	M. V. Boyce
Mukwonago	Jas. F. Desmond
Muscoda	May L. Crosby
Necedah	C. C. Aller
Neenah	E. M. Beeman
Neillsville	G. M. Snodgrass
New Holstein	G. A. German
New Lisbon	Fred L. Witter
New London	J. P. Ballantyne
New Richmond	C. J. Brewer
Oakfield	W. L. Patterson
Oconomowoc	M. E. Keats
Oconto	M. R. Stanley
Oconto Falls	A. E. Schaub
Omro	C. H. Eldred
Onalaska	A. L. Halvorson
Oregon	W. O. Griffin
Osceola	E. H. Bratberg
Oshkosh	A. B. O'Neil
Palmyra	S. P. Norstrom
Pardeeville	A. J. Henkel
Park Falls	C. E. Hulten
Peshtigo	C. E. Granger
Pewaukee	E. M. Paulu
Phillips	W. P. Robertson
Plainfield	R. B. Thiel
Platteville	C. E. Slothower
Plymouth	J. J. Enright
Portage	W. G. Clough
Port Washington	C. H. Bachhuber
Poynette	John L. Hensly
Prairie du Chien	Nicholas Gunderson
Praire du Chien, St. Mary's Academy	The School Sisters of Notre Dame
Prairie du Sac	R. S. Babington
Prescott	R. K. Kester
Princeton	O. C. Olman
Racine	L. W. Brooks
Racine College Grammar School	W. F. Shero
Randolph	Julius Winden
Reedsburg	A. B. Oleon
Reeseville	F. C. Weidman
Rhineland	F. A. Harrison
Rib Lake	J. F. Weinberger
Rice Lake	H. J. Steeps
Richland Center	E. G. Doudna
Ripon	H. M. Comins
River Falls	J. W. T. Ames
St. Croix Falls	R. O. Klotz
Sauk City	M. T. Buckley
Seneca	E. A. Jewett
Seymour	F. W. Axley
Sharon	B. D. Richardson
Shawano	J. F. Powers

ACCREDITED SCHOOLS

School	Principal
Sheboygan	Wm. Urban
Sheboygan Falls	W. H. Luehr
Shell Lake	J. A. Lonsdorf
Shullsburg	H. G. Plumb
Sinsinawa, St. Clara Academy	Dominican Sisters
Soldiers Grove	J. H. Mills
South Milwaukee	F. W. Hein
Sparta	L. O. Atherton
Spooner	H. G. Toan
Spring Green	R. W. Adams
Spring Valley	F. L. Olson
Stanley	Edgar A. Baird
Stevens Point	Guy A. Benedict
Stoughton	G. O. Banting
Sturgeon Bay	B. Soukup
Sun Prairie	F. A. Ballard
Superior	H. A. Schofield
Superior, Nelson Dewey	A. T. Conrad
Tigerton	J. J. Haess
Tomah	F. M. Bray
Tomahawk	L. C. Johnson
Two Rivers	W. J. Hamilton
Union Grove	W. J. Sizer
Verona	H. T. Emmett
Viroqua	W. P. Colburn
Wabeno	E. G. Beckwith
Waldo	L. P. Hughes
Walworth	Millard Tufts
Washburn	S. A. Oscar
Waterford	W. O. Blanchard
Waterloo	L. G. Curtis
Watertown	Thos. J. Berto
Waukesha	G. F. Loomis
Waukesha; Carroll College Academy	S. B. Ray
Waunakee	Thos. Campion
Waupaca	E. H. Miles
Waupun	F. R. Nash
Wausau	Ira C. Painter
Wausaukee	C. J. Kreilkamp
Wautoma	G. E. Dafoe
Wauwatosa	P. A. Kolb
West Allis	T. J. Jones
West Bend	H. W. Lyon
Westboro	C. R. Steinfeldt
West De Pere	A. E. Buresh
Westfield	D. L. Swartz
West Salem	Geo. E. Sanford
Weyauwega	Geo. W. Puffer
Whitehall	Emma J. Schulze
Whitewater	C. W. Rittenburg
Winneconne	Karl Evert
Wittenberg	M. V. Jones
Wonewoc	F. G. Bishop

THE NORTH CENTRAL ASSOCIATION LIST

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

THE COURSES OF STUDY

THE GROUP SYSTEM

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge and, at the same time, a chance to specialize in the line of his individual aptitudes, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each,—“to maintain a proper balance between educational control on the one side and individual freedom of choice and self-direction on the other.” The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

THE UNIT DEFINED

The semester hour is the unit used in measuring the number of hours of credit that each course gives. By a semester hour is meant one recitation or class exercise per week, one hour in length, in a study continuing during a semester. Students are required to take sixteen semester hours per semester for full work, or thirty-two hours per year. As already stated one hundred twenty-

eight hours complete the course and entitle the student to graduation. Two and one-half hours of laboratory work are equivalent to one recitation hour.

THE SELECTION OF COURSES

Regulations

1. Students are earnestly advised to study carefully the description of courses given in subsequent pages of the catalogue and to note which courses are marked as prerequisites.

2. Each student is placed under a class officer and must select work with his advice. The names of the class officers for the ensuing year are: Freshmen, Professors Naylor, Lymer, Trever, and Wright; Sophomores, Professors Fairfield, Rogers, and Moore; Juniors, Professors Farley and Treat; Seniors, President Plantz.

3. When a student has selected a study continuing through more than one semester, he can not receive credit on it until he has completed the full work in said study, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Each student must choose a *major* and a *minor* subject not later than the beginning of his junior year. The *major* must consist of not less than twenty-four hours in some one department, required work being included. The *minor* must consist of not less than fourteen hours, chosen in some one department other than

the major. Courses in Latin, Greek, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Candidates for a baccalaureate degree may present a graduating thesis, equivalent to four hours of credit, on a subject approved by the class officer and the professor in whose department his major work is taken. The thesis must represent some phase of the student's work in his major subject; must show that it represents careful preparation; must be type-written on paper of good quality, eight by ten inches in size; and must be deposited in the College Library at least two weeks before commencement. Before being accepted, it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

8. Students who are candidates for departmental honors, before electing their courses, should confer with the head of the department in which honors are desired.

ARRANGEMENT OF COURSES

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.

Requirements.—Sixteen hours must be selected from

this group, except that students whose major is in science need elect but eight.

Group II. English Language and Literature, including Rhetoric and Public Speaking.

Requirements.—Twelve hours must be elected in this group, six of which must be English and four Public Speaking. Students majoring in science, however, are not required to elect Public Speaking. The required work in Public Speaking is Course I, which must be completed by the end of the sophomore year.

Group III. History, Politics, Sociology, and Economics.

Requirements.—Twelve hours must be elected in this group, at least six of which must be history. Students whose major is some line of natural science are required to elect but nine hours, at least three of which must be history.

Group IV. Mathematics, including Mechanical Drawing and Astronomy.

Requirements.—Students majoring in mathematics or any of the sciences, must take six hours in mathematics, except that those majoring in other subjects need elect but three.

Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, and Mineralogy.

Requirements.—Fourteen hours must be elected in this group, but students who major in language, literature, or history, need elect but eight.

Group VI. Philosophy and Religion, including Biblical Literature and Education.

Requirements.—Twelve hours must be elected in this group, three of which must be in Hebrew history and

three in the evidences of Christianity, unless the student belongs to the Roman Catholic or Jewish church. Students who expect to teach in the public schools of Wisconsin, should elect psychology and education.

Group VII. Music, Art, and Physical Education.

Requirements.—All students in this group, not especially excused, must elect four hours of physical education.

From the above statement of group requirements it will be seen that from seventy to eighty hours must be chosen from the groups. The remaining hours are free electives, with the exception that the requirements for major and minor work must be kept in mind.

FRESHMAN REQUIREMENTS

In the freshman year each student must select his studies under the following directions (the first number indicates the hours, and the numbers in brackets, the courses).

(a) All students must elect the freshman course in rhetoric and English composition, and four hours of physical training. Students who expect to do considerable work in science must also choose six hours in mathematics.

(b) Students must take at least eight hours of one of the following subjects, and cannot take more than sixteen hours:

Greek, 8 (3 and 4)
Latin, 8 (1)

German, 8 (5 and 6)
French, 8 (1 and 2)

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year.

Bible, 6 (1 and 2)
or (3 and 4)
Biology, 10 (1)

Latin, 8
Literature, 6 (5 and 8)
Mathematics, 3 (1 or 2)

THE GROUP SYSTEM OF STUDIES

Chemistry, 10 (1)	Mechanical Drawing, 6 (2)
Economics, 3 (1)	Physics, 6 or 10 (1 and 3)
Greek, 8	Physiography, 3 (1)
History, 6 (Hebrew or Medieval)	Politics, 4 (6)
	Public Speaking, 2 (1)

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PRE-PROFESSIONAL COURSES

The object of a college education is twofold; namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, the latter to laying the basis for technical or professional success. We have, therefore, arranged a number of groups with this twofold end of education in mind. Those under the heading, General Culture Groups, are information courses, having as their end the development of the student in wisdom and contemplative ability, while those named Pre-professional Groups are designed to lay a strong basis for technical training and to prepare the student for the practical work of life. By reading the descriptive matter at the head of each group the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive and are supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student's class officer; and it is further suggested that, before choosing a major or minor, the instructors in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and a minor

subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time to provide important collateral work with his principal subjects. The free electives make it possible in most cases for the student, if he so desires, to pursue at least four years of continuous work in a major subject. Courses can be suggested by the class officers that are especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select the General Culture Group, which contains, as major and minor, the subjects they especially desire to prepare in, together with the courses of the department of Education.

GENERAL CULTURE GROUPS

GREEK—LATIN

The Ancient Language Group is especially designed for those desiring the broadest training for the literary professions, and for those expecting to specialize in ancient languages.

Freshman	Sophomore	Junior	Senior
Latin 8 Greek 8 English 3 Mathematics 3 Physical Education 2 Public Speaking 2 Elective 6	Greek 8 Latin 8 English 3 Science 8 History 3 Physical Education 2	Greek 4 Latin 4 Literature 4 Political Science 7 Philosophy 6 Elective 7	Philosophy 3 Religion 6 Elective 23

LATIN—MODERN LANGUAGES

The Latin-Modern-Language Group is essentially the same as the ancient language, except that modern language is substituted for Greek. This group is intended

THE GROUP SYSTEM OF STUDIES

for those preferring a literary training where more emphasis is put on modern languages.

Freshman	Sophomore	Junior	Senior
Latin 8 Modern Language 8 English 3 History 6 Mathematics 3 Physical Education 2 Public Speaking 2	Latin 8 Modern Language 6 English 3 Science 8 Literature 2 Physical Education 2 Elective 3	Latin 4 Modern Language 4 Literature 4 Philosophy 6 Political Science 7 Elective 7	Philosophy 3 Religion 6 Elective 23

MODERN LANGUAGE

The Modern Language Group is planned for students wishing a broad literary training in modern, rather than in ancient, languages.

Freshman	Sophomore	Junior	Senior
Ancient Language 8 History 6 German 8 English 3 Mathematics 3 Physical Education 2 Public Speaking 2	English 3 German 8 French 6 Science 8 Literature 2 Physical Education 2 Elective 3	German 4 Philosophy 6 French 4 Political Science 7 Literature 4 Elective 7	Philosophy 3 Religion 6 Elective 23

ENGLISH—HISTORICAL

The English-Historical Group is arranged to offer an opportunity for a somewhat broad specialization in literature and history, fitting students for teaching or for graduate work in these studies.

Freshman	Sophomore	Junior	Senior
English 3 History 6 Language 8 Science 8 Physical Education 2 Public Speaking 2 Elective 3	Literature 8 History 6 Language 8 Mathematics 3 Physical Education 2 English 3 Elective 2	Literature 6 History 6 Philosophy 6 Political Science 7 Elective 7	Philosophy 3 Religion 6 Elective 23

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GENERAL SCIENTIFIC

The General Scientific Group is intended for those desiring a general scientific training, or a foundation for teaching, as well as for graduate work in some line of natural or physical science.

Freshman	Sophomore	Junior	Senior
Biology 10, or Chemistry 10 Mathematics 6 English 3 Modern Language 8 Physical Education 2 Elective 3	Biology 8 Chemistry 8 Physics 10 Mathematics 5 English 3	Physics 5 Mineralogy 4 History 3 Literature 4 Public Speaking 2 Political Science 6 Physical Education 2 Elective 6	Philosophy 6 Religion 6 Geology 8 Astronomy 3 Elective 9

SOCIOLOGY—PHILOSOPHY

This group is designed for those who wish to take their major and minor work in sociology and philosophy. It will provide a good foundation for graduate work in these studies.

Freshman	Sophomore	Junior	Senior
English 3 Language 8 Mathematics 3 History 6 Science 4 Physical Education 2 Public Speaking 2 Elective 4	English 3 Literature 4 Language 8 Psychology 6 Economics 4 Politics 4 Philosophy 4	Sociology 6 Science 10 Philosophy 6 Economics 4 History 6	Sociology 6 Literature 4 Philosophy 6 Politics 4 Bible 3 Elective 9

MATHEMATICAL—PHYSICAL

The Mathematical-Physical Group affords a good basis for those intending to teach either mathematics or physics, or for graduate work in these studies.

THE GROUP SYSTEM OF STUDIES

Freshman	Sophomore	Junior	Senior
Mathematics 6 Physics 10 Modern Language 8 English 3 Physical Education 2 Public Speaking 2	Mathematics 5 Physics 10 Chemistry 10 Physical Education 2 English 3 Elective 2	Mathematics 10 Physics 4 History 3 Literature 4 Geology 8 Elective 3	Political Science 6 Philosophy 6 Religion 6 Astronomy 6 Elective 8

CHEMICAL—SCIENTIFIC

This group is arranged as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, as well as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry, or to follow this course with graduate work, are advised to choose general chemistry, qualitative analysis, quantitative analysis, and organic chemistry.

Freshman	Sophomore	Junior	Senior
Chemistry 10 German 8 Mathematics 6 English 3 Physical Education 2 Public Speaking 2	Chemistry 8 Physics 10 Mathematics 5 English 3 History 3 Physical Education 2 Elective 2	Chemistry 8 Mineralogy 4 Mathematics 5 Biology 10 Literature 4 Elective 1	Political Science 6 Philosophy 6 Geology 4 Religion 6 Elective 10

PRE-PROFESSIONAL GROUPS

HISTORICAL—POLITICAL

The Historical-Political Group furnishes a basis for the subsequent study of law, or for speculation in history, politics, or economics. It is recommended also for students expecting to enter upon a business career.

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Freshman	Sophomore	Junior	Senior
History 6, or Political Science 6 Language 8 English 3 Science 8 Physical Education 2 Public Speaking 2 Elective 3	History 6 Political Science 7 Language 8 Literature 4 Mathematics 3 Physical Education 2 English 3	History 6 Political Science 6 Philosophy 6 Literature 4 Elective 10	Philosophy 3 Religion 6 Elective 23

RELIGIOUS—PHILOSOPHICAL

The Religious-Philosophical Group is intended for those who expect to study theology, and also for such students as desire to emphasize philosophy and religion, at the same time giving a proportionate time to language.

Freshman	Sophomore	Junior	Senior
Language 8 History 8 Mathematics 3 English 3 Physical Education 2 Science 6 Public Speaking 2	Religion 6 Philosophy 6 Language 8 English 3 Science 8 Physical Education 2	Religion 8 Philosophy 6 Literature 6 Elective 12	Philosophy 6 Political Science 6 History 6 Elective 14

CHEMICAL—BIOLOGICAL

The Chemical-Biological Group is designed as a preparation for medical courses, and also for students who may wish to specialize in biological and chemical studies leading to pharmacy, agriculture, and forestry, or to other professional lines of natural history or chemistry.

Freshman	Sophomore	Junior	Senior
Chemistry or Biology 10 Mathematics 6 English 3 Modern Language 8 Physical Education 2 Public Speaking 2	Chemistry 8 Biology 8 Physics 10 Physical Education 2 English 3 Elective 2	Chemistry 8 Biology 8 History 3 Literature 4 Religion 3 Elective 8	Political Science 6 Philosophy 6 Religion 3 Geology 8 Elective 9

COURSE IN CHEMISTRY

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching, but in many industries, is at present great and is rapidly increasing each year.

This course offers facilities for one to enter the field as a chemist, though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement.

Freshman	Sophomore	Junior	Senior
Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 English 3 Physical Education 2 Elective 3	Chemistry 8 (Qual. Anal.) Mechanical Drawing 6 Analytic Geometry 6 Physics 10 English 3	Chemistry 8 (Quant. Anal.) Chemistry 4 (Physical) Chemistry 4 (Industrial) Calculus 6 Biology, or Mechanics, or Economic History and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced Analysis) Geology 4 Mineralogy 4 Elective 6 English Literature Biblical Literature Psychology History Physics Physiology Surveying Astronomy Descriptive Geometry

PRE-ENGINEERING COURSE

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the Pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years, or he may obtain in two years and two summers the professional degree, C.E., E.E., etc., provided that in the case of civil engineers, the sophomore

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surveying, and in the case of other engineers, a certain amount of shop work, must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the university in removing all conditions and in becoming adjusted to the technical course.

Freshman	Sophomore	Junior	Senior
English 3 German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Education 2	Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Education 2 English 3 Elective (See list below)	Calculus 6 Descriptive Geometry (or Mechanics) 4 Physical Education 1 Electives (See list below.)	Calculus 4 Mechanics (or Descriptive Geom.) 6 Electives (See list below.)

The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hours) is required of all but chemical engineers.
2. Astronomy (6 hours) is required of civil engineers.
3. At least four hours of economics are required of all.
4. No more than the specified number of hours may be elected in any one subject.
5. Not more than seventeen hours may be taken in any semester, except as extra hours may be allowed under the rules for same.

Chemistry Physics Mathematics Advanced Rhetoric 1	Surveying 6 Astronomy 6 Geology 8 Mineralogy 4	Biology 10 Economics 10 History 6 Literature 6	Psychology 6 Education 6 Hebrew History 3 Christian Evidences 3
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THE GROUP SYSTEM OF STUDIES

EDUCATION

This group is arranged for students who wish to make an extensive study of the problems of education. Students who expect to become principals of high schools or superintendents of city schools are advised to take this work. It also gives a good foundation for graduate work in education.

Freshman	Sophomore	Junior	Senior
Foreign Language 8 English 3 History 6 Mathematics 3 Science 6 Physical Education 2 Public Speaking 2	Foreign Language 8 English 3 Mathematics 3 Science 8 Psychology 3 Education 6 Physical Education 2	*Foreign Language 8 Literature 6 Sociology 6 Education 10 Electives 2	Philosophy 3 Education 8 Religion 6 Electives 15

*Only two years of foreign language are required of students who offer four or more units of foreign language on entrance.

Students who do not wish to major in education may take twelve hours in psychology and education in connection with any of the groups they may select. If they desire a minor in education, they may elect, subject to the same regulations as prevail for a teacher's certificate, fourteen hours in education in connection with a major in any subject they may elect.

Attention is especially called to the departmental pedagogical courses described in the various departments and summarized at the close of the description of the courses in the department of Education.

NORMAL SCHOOLS

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four unit hours of college credit toward the Bachelor

of Arts degree, provided that in the selection of studies in the normal school courses of college grade have been selected, preferably from science and mathematics, and provided further that students taking elementary foreign languages in the normal school must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin are granted sixty-four unit hours credit toward the Bachelor of Philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

SCHEDULE OF RECITATIONS

SCHEDULE OF RECITATIONS

FIRST SEMESTER 1912-13

8:00	3 Bible 1	M	W	F	3 History 22	M	W	F			
	2 Bible 3		T	Th	2 Literature 3		T	Th			
	4 Chemistry 6	M	T	W	Th	2 Literature 14		T	Th		
	2 Education 1		T	Th	3 Mathematics 1	M	W	F			
	3 English 1	M	W	F	3 Physics 2	M	W	F			
	4 French 1		T	W	Th	F	M	T			
	2 Geology 1		T	Th	3 Psychology 1	M	W	F			
	3 Geology 14	M	W	F	2 Psychology 5		T	Th			
4 German 1	M	T	W	F	4 Sociology 11		T	W	Th	F	
4 Greek 1		T	W	Th	F						
9:20	3 Art 1	M	W	F	1 German 6			Th			
	5 Chemistry 1		T	Th	4 Greek 2		T	W	Th	F	
	2 Economics 3		T	Th	1 Gymnastics	M	W	F			
	3 Education 7	M	W	F	2 History 11		T	Th			
	3 English 1	M	W	F	3 Literature 4	M	W	F			
	3 French 4	M	W	F	3 Mathematics 1	M	W	F			
	3 Geology 5	M	W	F	5 Mathematics 5	M	T	W	Th	F	
	3 Geology 6		T	Th	4 Philosophy 3	M	W	F			
4 German 2	M	W	Th	F	3 Physics 5	M	W	F			
3 German 5	M	W	F								
10:20	2 Chemistry 4	M	W		3 History 1	M	W	F			
	4 Economics 1	M	W	Th	F	4 Latin 1		T	W	Th	F
	3 French 6	M	W	F	1 Latin 2	M					
	3 German 3	M	W	F	2 Literature 12		T	Th			
	1 German 4			Th	3 Literature 16	M	W	F			
	2 German 10		T	Th	3 Mathematics 4	M	W	F			
	3 Geology 7	M	W	F	3 Philosophy 2	M	W	F			
	1 Gymnastics 2	M	T	Th	4 Physics 4	M	W	Th	F		
2 Literature 18	M	W									
11:20	3 Bible 1	M	W	F	2 Greek 11		T	Th			
	2 Bible 6		T	Th	1 Gymnastics 2		T	Th			
	4 Biology 1		T	Th	3 History 1	M	W	F			
	4 Chemistry 2	M			2 History 3		T	Th			
	4 Chemistry 3		W		3 Latin 5	M	W	F			
	3 Education 3	M	W	F	2 Latin 7		T	Th			
	2 Education 6		T	Th	2 Literature 8	M	W	F			
	3 Engineering 3		T	Th	2 Literature 22		T	Th			
	3 Engineering 4	M	W	F	3 Mathematics 1	M	W	F			
	3 English 1	M	W	F	4 Physics 1	M	T	W	Th	F	
	4 French 1		T	W	Th	F		T	W	Th	F
	4 Geology 3	M	W	F	3 Psychology 1	M	W	F			
4 German 1	M	T	W	F	2 Pub. Speaking 1		T	Th			
3 German 3	M	W	F	2 Pub. Speaking 2		T	Th				
1 German 4		T	Th								
1:30	3 Education 10	M	W	F	5 Latin B	M	T	W	Th	F	
	3 Engineering 1	M			3 Mathematics 1	M	W	F			
	3 English 1	M	W	F	2 Phil. of Religion 4		T	Th			
	4 French 2		T	W	Th	F	2 Pub. Speaking 1		T	Th	
	4 Greek 4		T	W	Th	F	2 Pub. Speaking 4	M	W		
	1 Gymnastics 1	M	W	F							

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2:30	3 Art 3	M	W	F	2 German 7		T	Th
	2 Art 5		T	Th	3 Greek 6 or 7	M	W	F
	5 Chemistry 1	M			3 History 9	M	W	F
	4 Chemistry 2		W		5 Latin A	M	T	W
	3 Debate 3		T	Th	2 Missions 2		Th	F
	3 English 7	M	W	F	1 Phys. Educ.		T	Th
	2 Ethics 1		T	Th				
3:30	1 Art 8			Th	1 Phys. Educ.		T	Th
	2 Comp. Religion 1			Th F	3 Spanish 1 or 3	M	W	F
	2 Greek 14	M	W					
	2 Economics 6	7 to 9 P.M.	Tu		2 Philosophy 1	7 to 9 P.M.	Thurs	
	3 English 5	7 to 9 P.M.	Thurs		2 Greek 10	7 to 9 P.M.	Tu	

HOURS TO BE ARRANGED

3 Biology 2	2, 3, or 4 Education 13
3 Biology 3	4 Hebrew 1
1 Chemistry 8	2 Mathematics 8
2 Education 11	

LABORATORY HOURS

Biology 1	1:30 - 4:30	M	W		
Biology 1	8:00 - 11:20		T	Th	
Biology 2	1:30 - 4:00		T	Th	
Biology 3	1:30 - 4:00		T	Th	8:00 - 10:30 Sat.
Biology 6	1:30 - 5:00		T	Th	8:00 - 11:00 Sat.
Chemistry 1	10:20 - 12:20		T	Th	8:00 - 10:00 Sat.
Chemistry 1	2:30 - 5:00		T	Th	8:00 - 10:00 Sat.
Chemistry 2, 3, 5	1:30 - 5:00	M	T	W	Th F
Physics 3	8:00 - 10:20		T	Th	
Physics 4	8:00 - 10:20		T	Th	9:20 - 12:20 Fri.
Engineering 1	1:30 - 4:30		W	F	
Engineering 3	1:30 - 4:30		T	Th	

SCHEDULE OF RECITATIONS

SECOND SEMESTER 1912-13

8:00	2 Art 7		T	Th	3 History 23	M	W	F
	3 Bible 2	M	W	F	2 Literature 15		T	Th
	2 Bible 3		T	Th	2 Literature 17		T	Th
	4 Chemistry 7	M	T	W	Th	3 Mathematics 2	M	W
	2 Education 2		T	Th	2 Mathematics 7		T	Th
	3 Education 12	M	W	F	3 Physics 2	M	W	F
	3 English 3	M	W	F	2 Physics 3		T	
	4 French 1		T	W	Th F	3 Psychology 2	M	W
	2 Geology 2		T	Th	2 Psychology 5		T	Th
	4 German 1	M	T	W	F	3 Sociology 13	M	W
	4 Greek 1		T	W	Th F			F
9:20	3 Art 2	M	W	F	4 Greek 3		T	W
	5 Chemistry 1		T	Th	1 Gymnastics 1	M	W	F
	3 Economics 5	M	W	F	2 History 8		T	Th
	3 Education 8	M	W	F	2 Literature 1		T	Th
	0 English 2		T	Th	3 Literature 5	M	W	F
	3 English 6	M	W	F	2 Literature 6		T	Th
	3 French 5	M	W	F	5 Mathematics 2	M	W	F
	4 German 2	M	W	Th F	5 Mathematics 6	M	T	W
	3 German 5	M	W	F	3 Philosophy 4		M	W
	1 German 6			Th	2 Physics 5		M	W
	3 Geology 6		T	Th				F

SCHEDULE OF RECITATIONS

10:20	5 Biology 7	M	W			3 History 2	M	W	F		
	2 Chemistry 4	M	W			4 Latin 1		T	W	Th	F
	3 French 7	M	W		F	1 Latin 2	M				
	5 Geology 8	M	T	W	Th	2 Literature 19		T		Th	
	3 German 3	M	W		F	3 Mathematics 4	M	W		F	
	1 German 4				Th	3 Philosophy 2	M	W		F	F
	2 German 10		T		Th	4 Physics 4	M	W	Th	F	
1 Gymnastics 2		T		Th	3 Sociology 17	M	W		F	F	
11:20	3 Bible 2	M	W		F	2 Greek 11		T		Th	
	2 Bible 7		T		Th	3 Greek 12	M	W		F	
	4 Biology 1		T		Th	1 Gymnastics 2		T		Th	
	4 Chemistry 2	M				3 History 2	M	W		F	
	4 Chemistry 3		W			2 History 4		T		Th	
	3 Education 4	M	W		F	3 Latin 5	M	W		F	
	3 Engineering 3		T		Th	2 Latin 7		T		Th	
	3 Engineering 4	M	W		F	3 Literature 7	M	W		F	
	4 French 1		T	W	Th	2 Literature 11		T		Th	
	4 Geology 4	M	W		F	4 Physics 1	M	T	W	Th	
2 Geology 9		T		Th	3 Psychology 3	M	W		F		
4 German 1	M	T	W	F	2 Pub. Speaking 2		T		Th		
3 German 3	M	W		F							
1 German 4		T		Th							
1:30	3 Engineering 1	M				1 Gymnastics	M	W		F	
	3 English 3	M	W		F	5 Latin B	M	T	W	Th	F
	2 Evidences		T		Th	2 Mathematics 3		T		Th	
	4 French 3		T	W	Th	3 Physics 7	M	W		F	
	4 Greek 5		T	W	Th	2 Pub. Speaking 5	M	W			
	1 Greek 13	M				3 Sociology 14	M	W		F	
2:30	3 Art 4	M	W		F	2 Ethics 2		T		Th	
	2 Art 6		T		Th	2 German 7		T		Th	
	5 Chemistry 1	M				3 Greek 6 or 7	M	W		F	
	4 Chemistry 2		W			5 Latin A	M	T	W	Th	F
	3 Debate 3		T		Th	2 Missions 2				Th	F
	3 English 8	M	W		F	1 Phys. Educ.		T		Th	
3:30	2 Comp. Religion 1				Th	1 Phys. Educ.		T		Th	
	3 History 19	M				3 Spanish 2 or 4	M	W		F	
2 Economics 6 7 to 9 P.M. Tu 2 Philosophy 1 7 to 9 P.M. Thurs											

HOURS TO BE ARRANGED

3 Biology 2	4 Hebrew 2
3 Biology 3	2 Mathematics 8
1 Chemistry 8	2 Physics 8
2 Education 11	2 Sociology 17
2, 3, or 4 Education 13	

LABORATORY HOURS

Biology 1	1:30 - 4:00	M	W			
Biology 1	8:00 - 11:20		T	Th		
Biology 2	1:30 - 4:00		T	Th		
Biology 3	1:30 - 4:00		T	Th	8:00 - 10:30 Sat.	
Biology 7	2:30 - 5:00		T	Th	8:00 - 11:00 Sat.	
Chemistry 1	10:20 - 12:20		T	Th	8:00 - 10:00 Sat.	
Chemistry 1	2:30 - 5:00		T	Th	8:00 - 10:00 Sat.	
Chemistry 2, 3, 5	1:30 - 5:00	M	T	W	Th F	8:00 - 12:00 Sat.
Physics 3	8:00 - 10:20		T	Th		
Physics 4	8:00 - 10:20		T	Th	9:20 - 12:20	Sat.
Engineering 1	1:30 - 4:30			W	F	
Engineering 3	1:30 - 4:30		T	Th		

DESCRIPTION OF COURSES

I. ART

Professor Fairfield, Mrs. Bottensek, Miss Baker, Mrs. Catlin

It is believed that courses in art furnish a very important means for cultivating an appreciation of the finest and most lasting in human life, that some training in the artistic is a necessity for those whose aspirations are high, and that this necessity will be increasingly great in the years just ahead of us. The department, therefore, offers not only practical work in the studio for those who expect to make art or its teaching a profession, but also courses in applied aesthetics and the history of art for those who realize the value of art training in the practical affairs of life and as a means of general culture.

Courses 1 to 8, or any of them, may be offered for credit toward the A. B. degree, but only seven hours of studio work may be so counted. A special fee is charged for all studio work.

I. ANCIENT ART AND CULTURE.—*First Semester. M. W. F., 9:20. Credit, 3 hours.*

The chief interest of the course centers in the major arts of architecture and sculpture in Assyria, Egypt, and Greece; but the life and history of these countries are studied that art and the artist may be put into proper relation with the life that nourished them. Slides, photographs, and prints are the basis of lectures and of personal study on the part of the student.

2. ROMAN AND MEDIEVAL ART.—*Second Semester, M. W. F., 9:20. Credit, 3 hours.*

Roman culture, particularly its architecture and sculpture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient; the industrial, commercial, intellectual, religious, and political conditions as related to art, are the main topics of the course. It is intended to be a continuation of course 1, and follows the same general methods.

3. THE ITALIAN RENAISSANCE.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

The causes of the rise of the free cities and of free thought in Italy; the various forms of art; the art life of each of the important cities. Each student is required to keep and organize a note-book, the material of which is obtained from lectures and library work.

4. THE NORTHERN RENAISSANCE.—*Second Semester. M. W. F., 2:30. Credit, 3 hours.*

The chief manifestation of the art life in Spain and the countries north of the Alps from the Revival of Learning to the nineteenth century is the subject matter of this course. It is a continuation of course 3.

5. NINETEENTH CENTURY EUROPEAN ART.—*First Semester. T. Th., 2:30. Credit, 2 hours.*

The chief countries considered are France, Germany, and England, but reference is made to anything of importance in others. The state of art education in Europe; the economic effects of art activities; a comparison of the spirit of art in the different countries, suggest the broad scope of the work.

6. AMERICAN ART.—*Second Semester. T. Th., 2:30. Credit, 2 hours.*

Attention is given to all forms of art according to the part they have played in enriching our national life.

7. SOCIAL AESTHETICS.—*Second Semester. T. Th., 8:00. Credit, 2 hours.*

In this course the general principles of aesthetics are applied to certain conditions and problems of modern society, the home, and the individual. The aesthetics of dress, amusements, education; the aesthetic side of economics and sociology; the evolution and essentials of domestic architecture, decorations, and furnishings; art in city streets, public buildings, squares, and parks. Lectures, class investigations, and reports.

8. STUDIES IN APPRECIATION.—*First Semester. Th., 3:30. Credit, 1 hour.*

The purpose of this course is to introduce the student to the great world of art and to cultivate in him an appreciation of beauty wherever he finds it. Incidentally he will gain a considerable knowledge of the development of art through the ages. Intended primarily for freshmen and sophomores.

9. ADVANCED DRAWING.—*Hours to be arranged.*

Drawing and shading from casts and still life; sketching from nature; principles of perspective.

10. NORMAL ART.—*Hours to be arranged.*

This course is intended to meet the needs of those who wish to become supervisors of drawing in the public schools. Practice work in the various forms and media of art used in the grades and high school; applied design; picture study; methods of presentation to children.

11. PAINTING.—*Hours to be arranged.*

College credit is allowed for advanced work in oil or water color.

II. BIBLICAL LITERATURE

Professor Naylor

A minimum of three hours credit in Biblical Literature is required of all Protestant collegiate students.

A liberal education demands some serious study of the history and literature, law and social science, philosophy and religion of the people whose gifts to the world have been the greatest dynamics in the education and civilization of the past two thousand years.

The method pursued in the following courses is sympathetic and constructive, historical rather than critical. Broad educational values, rather than technical information, are sought.

1. HEBREW HISTORY.—*First Semester. M. W. F., 8:00 or 11:20. Credit, 3 hours.*

A study of (1) the social and political history of the people of Israel from the Patriarchial period to the fall of Jerusalem in 586 B. C., together with the relations of Assyria, Egypt, Chaldea, and Babylonia to the Israelites; (2) the rise and growth of prophetic and legal literature, the books of the Bible in logical and chronological order, the historical records of other nations as they bear upon Hebrew history; (3) the rise and development of prophecy, the social and religious reformation following the discovery of the "Book of the Law"; in general, the social, moral, political, and religious movements of Hebrew history. Required of all Protestant collegiate students. Texts: the American Standard Revised Bible and Kent's *History of the Hebrew People*.

2. JEWISH HISTORY.—*Second Semester. M. W. F., 8:00 or 11:20. Credit, 3 hours.*

A study of (1) the history of the Jews from the cap-

tivity (586 B. C.) to the time of Christ, including the Maccabean struggle for liberty; (2) the literature of the great prophets of the exile, with the side lights from the historical records, monuments, classical literature, and the extra-canonical Jewish literature of the period; (3) the effect of "the Law" in the transformation of the Jewish people, the rise and fall of Judaism, Messianic prophecy. Texts: the American Standard Revised Bible, and Kent's *History of the Jewish People*.

3. LITERARY STUDY OF THE BIBLE.—*Throughout the year. Tu. Th., 8:00. Credit, 4 hours.*

A study of the Bible as literature in lyric and epic, story and idyl, oratory and prophecy, drama and rhapsody, wisdom and apocalyptic literature. Texts: Moulton's *Short Introduction to the Literature of the Bible* and Moulton's *Modern Reader's Bible*.

4. THE SOCIAL TEACHINGS OF JESUS.—*First Semester. Tu. Th., 11:20. Two hours recitation and credit, or, with collateral, 3 hours credit.*

A study of the teachings of Jesus upon the relations of man to his fellows,—social, economic, and political. The class sessions are devoted to lectures, discussions, and reports on assigned topics. Not given in 1912-13.

5. SOCIAL EFFECTS OF JESUS'S TEACHING.—*Second Semester. Tu. Th., 11:20. Two hours recitation and credit, or, with collateral, 3 hours credit.*

Rise of the Christian Church; a study of the influence of Christianity upon the peoples of decadent Rome; the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world wide social transformations of the nineteenth century.

BIOLOGY

The class sessions are devoted to lectures, discussions, and reports on assigned topics. Not given in 1912-13.

6. LIFE AND TIMES OF CHRIST.—*First Semester.*

Tu. Th., 11:20. Two hours recitation and credit, or, with collateral, 3 hours credit.

A survey of (1) the life of Christ in its historical relations; (2) the gospels as a fourfold biography; (3) the teachings of Jesus, their form, contents, and scope; (4) comparative study of various "Lives" of Christ. Texts: Burton and Matthews's *Life of Christ* and Stevens and Burton's *Harmony of the Gospels*.

7. PRIMITIVE ERA OF CHRISTIANITY.—*Second Semester. Tu. Th., 11:20. Two hours recitation and credit, or, with collateral, 3 hours credit.*

A study of (1) the origin and growth of Christianity (to 100 A.D.) in relation to its Jewish and Roman environment; (2) chronological and synthetic study of New Testament literature from *Acts* to *Revelations*; (3) the principal teachings of the Apostles. Texts: The American Standard Revised Bible and Gilbert's *Apostolic Age*.

III. BIOLOGY

Professors Mullenix and Bagg

The courses in biology are designed to give some training in scientific method and attitude, to furnish a broad foundation for such an understanding of human physiology as every person should possess, to equip students for the successful prosecution of more advanced biological work either in the medical college or the graduate school, and to pave the way for the intelligent consideration of modern philosophical interpretations of nature. Courses 1, 2, and 3 are designed for general college stu-

dents, and courses 4, 5, 6, and 7 for those who expect to specialize in biology or to pursue the study of medicine.

1. GENERAL BIOLOGY.—*Throughout the year.* Lecture or recitation, *Tu. Th.*, 11:20; Laboratory, *M. W.* 1:30-4:00, or *Tu. Th.*, 8:00-11:20. *Credit, 8 hours.*

An introduction to the fundamental facts and principles of biological science. The phenomena of living matter, its universal characteristics and powers, its structure and chemical composition, its different forms; the relations between living and not-living matter, and the processes by which not-living matter becomes alive, so far as they are understood; a comparison of plants and animals and a study of their inter-relations; the fundamental plans of structure found in the animal and plant kingdoms; the cells, tissues, organs, homology, analogy, the fundamental physiological processes; the theory of descent and the various theories of species-formation; the mechanism and laws of heredity.

This course is designed to meet the needs of students who can give only a single year to biology and, at the same time, to serve as a foundation for more advanced courses. The forms studied in the laboratory represent the great types of animal and plant life, and are chosen with a view to illustrating the principles of biological science.

2. INVERTEBRATE MORPHOLOGY.—*Throughout the year.* *Lecture hour to be arranged.* Laboratory, *Tu. Th.*, 1:30-4:00. *Credit, 6 hours.*

This course is designed to give a comprehensive and systematic view of animal life below the vertebrata. The laboratory work involves a detailed study of representatives of the larger subdivisions of the invertebrate phyla.

Text-books: Weyssse's *Synoptic Text-book of Zoology* and Drew's *Invertebrate Zoology*.

3. GENERAL BOTANY.—*Throughout the year. Laboratory, Tu. Th., 1:30-4:00 and Sat., 8:00-10:30. Recitation at discretion of instructor. Credit, 6 hours.*

A study of plant morphology and physiology; the evolution of sex in the plant kingdom. In the latter part of the year considerable time is spent in the study of the local flora, with a view to gaining an acquaintance with the more important families of flowering plants. Text-books: Coulter, Barnes, and Cowles's *Text-book of Botany* and Bergen and Davis's *Laboratory and Field Manual of Botany*.

4. COMPARATIVE ANATOMY OF VERTEBRATES.—*First Semester. Lecture or recitation, M. W., 10:20. Laboratory, T. Th., 2:30—5:00. Credit, 4 hours.*

A comparative study of the systems of organs in a fish, a frog, a pigeon, and a cat. The laboratory work here indicated will be continued during the second semester in connection with course 5. Text-books: Kingsley's *Vertebrate Zoology* and Pratt's *Vertebrate Zoology*. Prerequisite: Biology 1 or 2. Not given in 1912-13.

5. ANIMAL PHYSIOLOGY.—*Second Semester. Lecture or recitation, M. W., 10:20. Laboratory, Tu. Th., 2:30-5:00. Credit, 4 hours.*

A study of the fundamental physiological processes of animals; the mechanisms by which these processes are carried out in mammals, particularly man. Prerequisites: Biology 1, or 2, and 4. Text: Martin's *Human Body, Advanced Course*. Not given in 1912-13.

6. ANIMAL HISTOLOGY.—*First Semester. Tu. Th., 1:30-5:00, S., 8:00-11:00. Credit, 4 hours.*

Chiefly a laboratory course in which the student gains

experience in the technique of preparing various tissues and organs for microscopic study by a variety of methods. The making of these preparations is followed by a study of the histology of epithelial, muscle, and nervous tissues, and of various vertebrate organs. Text: Hardesty's *Laboratory Guide for Histology*. Prerequisite: Biology I or 2.

7. VERTEBRATE EMBRYOLOGY.—*Second Semester. Lecture or recitation, M. W., 10:20. Laboratory, Tu, Th., 2:30-5:00, Sat. 8:00-11:00. Credit, 5 hours.*

The maturation of a mammalian egg; early segmentation stages of the egg of the starfish and frog; the development of the chick from the beginning of incubation to a stage in which the more important organs of the body have appeared. Students in this course prepare their own slides so far as the time permits. Text-books: Lillie's *Outline of the Embryology of the Chick and Pig* and Lillie's *Development of the Chick*. Prerequisites: Biology 1, or 2, and 6.

8. BIOLOGICAL PROBLEMS.—*Throughout the year. Credit, 4 hours.*

A lecture and library course. Student reports. An introduction to the problematical side of modern biology.

Variation; present status of Lamarckism and Darwinism; De Vries's mutations theory and other recent theories of species-formation; influence of environment on living things; the modern study of heredity, with a consideration of the social significance of heredity; the animal mind and the behavior of animals; the mechanistic and vitalistic theories of life; idealism and science, naturalism and religion; man's place in nature. Prerequisites: Biology 1, or 2, and 4 and 5, or 6 and 7. Not given in 1912-13.

IV. CHEMISTRY

Professor Youtz and Mr. Mahood

The aim of the work in chemistry is to lead students into an accurate and systematic knowledge of the principles underlying chemical phenomena. Emphasis is placed on principles rather than on details, with the intention to render the subjects valuable for general culture, while at the same time they may furnish a thorough foundation for those who may follow chemistry professionally, or as an adjunct in other scientific or technical lines.

I. GENERAL INORGANIC CHEMISTRY.—*Throughout the year. Tu. Th., 9:20 and M., 2:30. Credit, 10 hours.*

Introduction. The first part of the course is devoted to a study of the laws of chemical union, solution, acids, bases, salts, atoms, molecules, valency, ionization, vapor density and the gas laws, atomic masses, molecular formulae, chemical equations, etc., developed quantitatively as far as seems consistent for beginners. In presenting these phases of the subject hydrogen, oxygen, water, chlorine, and hydrochloric acid are studied in considerable detail. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of the common elements, taken in the order of their valency with hydrogen for the acid forming elements, and according to the usual grouping in analysis for the bases. The time is divided about equally between laboratory and lecture, or quiz. Three lectures or recitations, and five hours laboratory per week. Prerequisites: Elementary physics and algebra.

2. QUALITATIVE ANALYSIS.—*Throughout the year. M., 11:20 and W., 2:30 to 5:00. Credit, 8 hours.*

A systematic study of the bases and acids, beginning with the simpler compounds and finally analyzing complex mixtures. Text-book: Dennis and Whittelsey's *Qualitative Analysis*. One or two lectures or recitations, and five to eight hours laboratory per week. Prerequisite: Chemistry I.

3. QUANTITATIVE ANALYSIS.—*Throughout the year. Lecture, W., 11:20. Credit, 8 hours.*

The theory is given from outline notes, with readings from Olsen's *Quantitative Analysis*, Treadwell's *Quantitative Analysis*, Miller's *Quantitative Analysis for Mining Engineers*, Sherman's *Organic Analysis*, and others for reference. Miller's *Calculations of Analytical Chemistry* is used for stoichiometrical work. Among the analyses made in this course are the following: Sodium chloride and its purification, preparation and analysis of potassium magnesium sulphate, coal, potassium alum, iron ammonium alum, iron ore, spiegel, limestone, feldspar, steel or iron, ores of copper, lead, nickel and cobalt, arsenic, antimony, zinc, chromium, acidmetry and alkalimetry, bleaching powder, sanitary water analysis, milk, cereal, fertilizer, sugar, oils, and soaps. Selections are made from the above to fit the needs of the various students expecting to follow chemical, engineering, medical, agricultural, or other lines, and credit will be allowed according to the amount of work chosen.

4. ORGANIC CHEMISTRY.—*Throughout the year. Lectures, M. Tu. W. Th., 8:00. Credit, 4 hours.*

The more important classes of the carbon compounds are considered, mainly as outlined in Remsen's *Organic Chemistry*. Prerequisite: Chemistry I

5. ORGANIC CHEMISTRY.—*Throughout the year. Credit, 6 hours.*

Laboratory course. This course is designed particularly for those who are specializing in chemistry, or for those who expect to follow medicine or pharmacy, though any who are fitted may enter the course. A large number of syntheses are made, illustrating the more common class reactions and methods in the chemistry of the carbon compounds. Ultimate organic analysis is included as a part of the course. Eight hours laboratory. This course should be taken in connection with Chemistry 4. Prerequisites: Chemistry 1 and 2.

6. INDUSTRIAL CHEMISTRY.—*First Semester. M. T. W. Th., 8:00. Credit, 4 hours.*

This is a lecture course. The work will be selected from the following subjects: (1) Water: composition, pollution, purification; (2) Artificial illumination: candles, oils, lamps, petroleum, gas, electric light; (3) Explosives: gunpowder, gun cotton, nitro-glycerine; (4) Glass and ceramics; (5) Photography; (6) Sulphur and the sulphur acids; (7) Common salt, soda, bleaching powder, chlorates and allied products; (8) Caustic potash; (9) Nitric acid; (10) Sodium, alum, etc.; (11) Foods and drinks; (12) Fertilizers; (13) Textile fabrics, paper, bleaching, dyeing, calico printing; (14) Oils, fats, soaps, glycerine. Prerequisite: Chemistry 1.

7. PHYSICAL CHEMISTRY.—*Second Semester. Lectures, M. Tu. W. Th., 8:00. Credit, 4 hours.*

An elementary study of the laws of gases, theory of behavior of substances in solutions, ions in analytical chemistry, thermo-chemistry, and electro-chemistry. Walker's *Introduction to Physical Chemistry* is used as a guide. Prerequisite: Chemistry 1.

8. A COURSE FOR THOSE EXPECTING TO TEACH CHEM-

ISTRY AND ALLIED SCIENCES.—*Throughout the year. Credit, 2 hours.*

Among the subjects comprised in the course are: historical development of chemistry (Ladenburg); underlying principles of teaching chemistry (Smith); the scope of chemistry as comprehended in secondary schools and academies. Organization and conditions of class work, both in experimental demonstrations and in subject matter. The modern chemical laboratory, its use and organization, with practice in conducting laboratory work. Open only to those who have specialized largely in chemistry.

V. COMPARATIVE RELIGIONS AND MISSIONS

Professor Vaughan

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

I. COMPARATIVE RELIGIONS.—*Throughout the year. Th. F., 3:30. Credit, 4 hours.*

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion.

2. MISSIONS.—*Throughout the year. Th. F., 2:30. Credit, 4 hours.*

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations and the benefits to civilization which are arising therefrom.

VI. EDUCATION

Professor Rogers

The Department of Education is organized for the benefit of those students who wish to prepare themselves for teaching and the supervision of instruction, especially in the high schools of the state. The work in this department is so correlated with the work in other departments of college that, while it deals with the problems of education from both the theoretical and practical points of view, it is thoroughly in harmony with the general culture or liberal education for which the college stands. It is not purposed to make specialists, but rather to accomplish these two things, namely: (a) to give those students who have had some experience in teaching, the fundamental principles involved in their work, and (b) to meet the immediate needs of those students who expect to teach after completing the college course and give them a foundation for graduate work in education which is now demanded by modern educational conditions of those who expect to make teaching a life work.

A student may take up the work in education with one of three aims in view: (1) to meet the requirements for a teacher's certificate as prescribed by section 458c of the laws of Wisconsin; (2) to make education a minor, thereby taking sufficient work to receive not only a teacher's certificate, but also the benefit of supervised practice work; (3) to make education a major, thus considering the problems of education from the standpoint of the supervisor as well as from the standpoint of the teacher. This is advisable for students who expect to become principals of high schools or superintendents of village and city schools.

1. HISTORY OF EDUCATION.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of the development of educational principles and institutions as found among primitive, ancient, and medieval people, with special reference to their bearing upon present-day educational problems.

2. HISTORY OF MODERN EDUCATION.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of the development of educational standards and institutions in Europe and America since the Renaissance. The theories of the leading educators of the different periods will be interpreted and compared, and their influence upon present educational theory indicated.

4. EDUCATIONAL PSYCHOLOGY.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

See department of Psychology and Philosophy.

5. PHILOSOPHY OF EDUCATION.—*First Semester. Tu. Th., 11:20. Credit, 2 hours.*

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into school as a social institution and for their practical value in giving a basis for the formation of fundamental principles. This course alternates with Education 6. Not given in 1912-13.

6. SOCIAL EDUCATION.—*First Semester. Tu. Th., 11:20. Credit, 2 hours.*

A study of the relation of the school to social conditions as reflected by aims, organization, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered. This course alternates with Education 5.

7. COMPARATIVE EDUCATION.—*First Semester. M. W. F., 9:20. Credit, 3 hours.*

A study of the evolution of the educational systems of England, France, and Germany, with special reference to their influence on the development of secondary schools of the United States.

8. SECONDARY EDUCATION.—*Second Semester. M. W. F., 9:20. Credit, 3 hours.*

This course deals with the relation that the high school bears to the colleges and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies and problems are also considered.

9. SCHOOL ADMINISTRATION.—*First Semester. M. W. F., 10:20. Credit, 3 hours.*

A consideration of the problems of organization, legal status, agencies for administrative control of state and municipal school system. Some attention will be given to special schools of various types. Given in alternate years. Not given in 1912-13.

10. PRINCIPLES OF TEACHING.—*First Semester. M. W. F., 1:30. Credit, 3 hours.*

A consideration of the practical problems of the curriculum and methods of teaching, accompanied by observations and discussions of work observed. Repeated the second semester at the same hour if a sufficient number of students demand it. Prerequisites: Education 2 and 8.

11. PRACTICE TEACHING.—*Each Semester. Hours to be arranged with the professor in charge. Credit, 2 or 3 hours.*

Principles of organization of subject matter, class-

room management, etc. will be considered, after which the student will have an opportunity to conduct classes in secondary work under supervision of a critic teacher. Students must confer with the professor in charge before registering for this course.

12. RELIGIOUS AND MORAL EDUCATION.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A consideration of principles, materials, and methods of religious and moral education. A discussion of the psychological and social factors that condition character; also the relation of Christian social ideals to the development of the individual during childhood and adolescence. This course is given in alternate years.

13. EDUCATIONAL SEMINAR.—*Throughout the year. Hours to be arranged. Credit, 2, 3, or 4 hours.*

This course furnishes an opportunity to students who wish to investigate special problems in education. The assigned readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.

VII. ENGLISH LANGUAGE

Professor Spencer

Two distinct aims are kept in view in the work of the department of English Language:

(a) The first purpose of the department is to train the students to secure ease, clearness, and correctness of expression in their written and spoken English. In all the theme courses major emphasis is placed upon the practical rather than the theoretical side of rhetoric. Actual practice in theme writing is begun in the freshman year, and written work is regularly required and made

the subject of class criticism in all the composition courses.

(b) The second purpose of the department is to offer the students an opportunity to obtain a clear understanding of the origin and development of the English language. Such an opportunity is given in the history of the English language and in the other elective courses in Old and Middle English.

The following courses are offered:

1. RHETORIC AND ENGLISH COMPOSITION.—*First Semester. Four sections: M. W. F., 8:00, 9:20, 11:20, 1:30. Credit, 3 hours.*

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Emphasis throughout the semester is placed upon writing of the most practical sort. Weekly themes are required and, after being criticized, are returned to the student for revision. Regular appointments for individual criticism are made with delinquent students. Required of all freshmen.

2. ENGLISH COMPOSITION.—*Second Semester. Tu. Th., 9:30. No Credit.*

A continuation of English 1, and required of all students who are conditioned in that course.

3. ADVANCED COMPOSITION.—*Second Semester. Two sections: M. W. F., 8:00, 1:30. Credit 3 hours.*

This course purposes to give training in structural technique and in all four forms of composition, with major emphasis on exposition and argumentation. The *Atlantic Monthly* is used as a text for the study of modern tendencies in prose composition. The instructor holds individual conferences with the students. Daily and weekly

themes are written. Required of all sophomores. Prerequisite: English Language 1.

5. TECHNICAL WRITING.—*First Semester. Thursday evening. Credit, 3 hours.*

A course planned specifically for those desiring training in the organization and handling of larger masses of written material. Special emphasis is placed on exposition and argumentation and on the fundamental requirements of thesis writing. The major part of the work is done out of class, frequent conferences being held with individual students for criticism and counsel. Number in class limited to fifteen. Prerequisite: English Language 3.

6. RHETORIC AND COMPOSITION FOR TEACHERS.—*Second Semester. M. W. F., 9:20: Credit, 3 hours.*

The writing and the criticism of compositions is required, special emphasis being laid on the principles of theme structure. A brief study is also made of textbooks and the methods of teaching English in secondary schools. Prerequisite: English Language 3.

7. ELEMENTARY OLD ENGLISH.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

The work of this course is devoted largely to a careful study of Old English grammar and such easy readings as are to be found in Bright's *Anglo-Saxon Reader*. Numerous word lists are assigned to the students for etymological and semasiological study. Elective for seniors and graduates, and for juniors after consultation with the instructor.

8. BEOWULF.—*Second Semester. M. W. F., 2:30. Credit, 3 hours.*

An intensive reading of the *Beowulf*, with a study of the metre and of the literary characteristics of Old English poetry. The poem is also used for training in phonology and textual criticism. Prerequisite: English Language 7.

9. MIDDLE ENGLISH.—*First Semester. M. W. F., 10:20. Credit, 3 hours.*

Emerson's *Middle English Reader* is made the basis of a survey of the language in the thirteenth and fourteenth centuries. Special attention is given to the different dialects and to the grammatical development of the language. Prerequisite: English Language 8. Not given in 1912-13.

10. CHAUCER.—*Second Semester. M. W. F., 10:20. Credit, 3 hours.*

After a brief introductory study of the *Prologue*, the *Knight's Tale*, and the *Nun's Priest's Tale* a rapid reading of Chaucer's more important poems is undertaken. Parallel readings are taken from the poems not read in class. Prerequisite: English Language 9. Not given in 1912-13.

11. HISTORY OF THE ENGLISH LANGUAGE.—*Second Semester. M. W. F., 10:20. Credit, 3 hours.*

A historical study of the syntax, phonology, and morphology of the English language to and including the English of Chaucer. Prerequisite: English Language 9. Not given in 1912-13.

VIII. ENGLISH LITERATURE

Professor Corkhill and Dean Carter

It is the purpose of these courses to give the student a practical and first-hand knowledge of those works that are

admitted to be masterpieces and are both the foundation and the culmination of what is best in our literature. No text-books are used but the works chosen; these are read outside the class, and the recitation period is given up to a discussion of their content, what it involves, and what principles of its particular type the whole work exemplifies. By such a method it is hoped that the study may be made practical, and that each recitation may furnish some suggestions that will be of aid to the student in his individual and self-directed reading; also, that the reading of the works chosen may inspire in him a desire to broaden his acquaintance with the whole subject of literature, and by this means contribute to his higher and fuller education.

1. LOWELL.—*Second Semester. Tu. Th., 9:20. Credit, 2 hours.*

A study of his poems and of his period. Alternating with Literature 2.

2. LOWELL.—*Second Semester. Tu. Th., 9:20. Credit, 2 hours.*

A study of his essays and of his period. Alternating with Literature 1. Not given in 1912-13.

3. THE SHORT STORY.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of this form of literature as it appears in our present day magazines.

4. SHAKESPEARE.—*First Semester. M. W. F., 9:20. Credit, 3 hours.*

A study of his representative plays and of his period.

5. MILTON.—*Second Semester. M. W. F., 9:20. Credit, 3 hours.*

A study of the *Paradise Lost*.

6. THE PRINCIPLES OF LITERATURE.—*First Semester. Tu. Th., 9:20. Credit, 2 hours.*

7. THE NOVEL.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

A study of this form of literature with a view to finding out its chief principles.

8. AMERICAN LITERATURE.—*First Semester. M. W., 11:20. Credit, 2 hours.*

9. THE ESSAY.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

Chiefly a study of Carlyle, De Quincey, Macaulay, and Arnold. Not given in 1912-13.

10. THE ROMANTIC MOVEMENT.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

A study of this period and of the principal writers belonging to it. Not given in 1912-13.

11. THE SEVENTEENTH CENTURY LITERATURE.—*Second Semester. Tu. Th., 11:20. Credit, 2 hours.*

A study of the literature of this century similar in scope and purpose to courses 12 and 13.

12. THE EIGHTEENTH CENTURY LITERATURE.—*First Semester. Tu. Th., 10:20. Credit, 2 hours.*

A study of the most important conditions and influences of the literature of this period.

13. THE NINETEENTH CENTURY LITERATURE.—*Second Semester. Tu. Th., 10:20. Credit, 2 hours. Not given in 1912-13.*

A study of the most important conditions and influences of the literature of this period.

14. TENNYSON.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of his principal poems and of his period. Prerequisite: four college credits in Literature.

15. BROWNING.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of his principal poems. Prerequisite: six hours college credit in Literature, three of which must be Literature 4.

16. WORDSWORTH.—*First Semester. M. W. F., 10:20. Credit, 3 hours.*

A study of his principal poems, and of his period. Prerequisite: six college credits in Literature.

17. CARLYLE.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study, in alternating years, of *Heroes and Hero-Worship* and of *Sartor Resartus*. Prerequisite for the *Sartor Resartus*: six college credits in Literature.

18. EMERSON.—*First Semester. Tu. Th., 10:20. Credit, 2 hours.*

A study of his work and of his period. Prerequisite: six college credits in Literature. Not given in 1912-13.

19. THE MODERN DRAMA.—*Second Semester. Tu. Th., 10:20. Credit, 2 hours.*

A course in which will be considered the most noteworthy dramatic work of the nineteenth century. Prerequisite: Literature 4 and 7.

20. THE HISTORY OF ENGLISH LITERATURE.—*Throughout the year. M. W., 10:20. Credit, 4 hours.* Not given in 1912-13.

A brief survey of the entire course of English Literature.

21. LITERARY CRITICISM.—*Throughout the year. Credit, 4 hours.*

A study of the various forms of literature with a view to finding out what are their fundamental and essential principles and laws. Prerequisites: Literature 4, 5, and 7. Not given in 1912-13.

22. TEACHERS' COURSE.—*First Semester. Tu. Th., 11:20. Credit, 2 hours.*

A course designed especially for those expecting to teach literature in high schools. The selections required in high school courses will be taken up with a view to teaching them. Prerequisites: nine college credits in Literature.

Courses 1-10 are open to freshmen.

IX. ETHICS AND RELIGION

President Plantz

The work of this department is designed to acquaint students with the theory and practical problem of ethics, the historical and psychological questions of religion, and the logical and historical foundations of the Christian faith. It is expected that the courses here given will contribute to an appreciation of religion as one of the most important factors in man's social life and progress.

1. PRINCIPLES OF ETHICS.—*First Semester, Tu. Th., 2:30. Credit, 2 hours.*

This course discusses the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture, together with theses presented for class-room discussion.

2. SOCIAL AND POLITICAL ETHICS.—*Second Semester. Tu. Th., 2:30. Credit, 2 hours.*

This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social, and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology, and to the grounds of moral progress.

3. TEACHERS' ETHICS.—*Second Semester. Tu. Th., 10:20. Credit, 2 hours.*

The course is designed for those who expect to teach, and discusses the ethical facts and principles of most importance in secondary school work. It is a growing conviction that more attention should be given to moral instruction in the public schools, and this course is intended to provide a basis for such instruction. Not given in 1912-13.

4. PHILOSOPHY OF RELIGION.—*First Semester. Tu. Th., 1:30. Credit, 2 hours.*

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

5. EVIDENCES OF CHRISTIANITY.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours.*

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

6. PHILOSOPHY OF CHRISTIANITY.—*First Semester. Tu. Th., 10:20. Credit, 2 hours.*

In this course the fundamental conceptions of Christianity are considered, its principal doctrines discussed, and its view of life and the world analyzed and interpreted. Not given in 1912-13.

X. GEOLOGY

Professor Bagg

This department aims to give the student a knowledge of fundamental geologic data and of the application of this to the discovery and utilization of natural resources and to questions of geography.

Geology is essentially a history of the earth and its inhabitants, and in its several branches is closely related to astronomy, physics, chemistry, zoology, and botany. Emphasis is placed upon this relationship and the student is encouraged to investigate many problems which arise in some special subject of geology.

Students intending to become science teachers are advised to take Meteorology, Physiography and Dynamic Geology. All chemistry and engineering students should have a thorough knowledge of mineralogy, and the course in Economic Geology is especially planned to aid the engineer in commercial work.

On account of the proximity to the great copper and iron ore regions of Michigan and Wisconsin, Appleton presents unusual opportunities for geology study. Glacial, river erosion, and lake shore processes are all well illustrated in this vicinity. The field studies made possible by these advantages are considered an essential part of the training in geology, and the field work is emphasized with the various class assignments.

1. METEOROLOGY.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A discussion of the general constitution and circulation of the atmosphere, temperature changes, storms, and the precipitation of moisture. It includes a study of ocean currents, causes of movement of sea waters, and the effect of tides upon shore lines. The laboratory work consists in the construction of weather maps and in problems given relating to the prediction of storms, frosts, floods, and weather changes, while the commercial value of such knowledge is explained. This course is designed for all students intending to take Physiography and is a prerequisite for Climatology 2. Text-book: Davis's *Meteorology*.

2. CLIMATOLOGY.—*Second Semester, Tu. Th., 8:00. Credit, 2 hours.*

A critical study of the climates of the world and of the factors upon which these depend. The course involves a study of the distribution of plants and animals and the occupation of mankind with relation to his environment. Text-book: Hand's *Handbook of Climatology*; References: *Climatology of the United States*, Bulletin Q, U. S. Dept. Agriculture. Climate considered especially in relation to Man. Ward, 1908.

3. DYNAMIC GEOLOGY.—*First Semester, M. W. F., 11:20. Credit, 4 hours.*

This is a general introductory course to inorganic geology, and treats of the agencies and forces producing geologic changes, as well as the physical and structural results of these processes. The course includes lectures and laboratory work upon the most important rocks and minerals and the use of topographic and geologic maps il-

lustrative of dynamic processes. There is no prerequisite for this course, but it is an essential training for students expecting to take up other geologic subjects, and will be found of especial value to prospective science teachers. Text: Scott's *Introduction to Geology* (last ed.). This course is supplemented by a few field excursions in the vicinity of Appleton, collateral reading, and laboratory experiments, making 4 hours of credit. It will be presented under the following outline:

Part 1. Relation of the earth to other celestial bodies;—Meteorites:—and a discussion of the theories of the earth's origin.

Part 2. Denudation of land masses by erosion processes.

Part 3. Subterranean processes, including underground waters, igneous and earthquake phenomena.

Part 4. Results of dynamic forces as revealed in structural features of rock masses.

4. HISTORICAL GEOLOGY.—*Second Semester. M. W. F., II:20. Credit, 4 hours.*

A study of the subdivisions of geologic history, with the laws governing the deposition of rock strata and of the life development during each epoch. Three hours lecture work and one hour laboratory or field work are required for this course, and students should have taken Geology 3 (Dynamic), or its equivalent. This course is a prerequisite for Paleontology. Text-Book: Chamberlin & Salisbury's *Geology* (vols. II and III).

N. B. Students desiring a detailed knowledge of organisms of the past should take Paleontology, since only the guide of index fossils are included in this course, the work being planned for Stratigraphy rather than for Paleontology.

5. GEOLOGY AND PHYSIOGRAPHY OF WISCONSIN.—
First Semester. M. W. F., 9:20. Credit, 3 hours.

Special attention will be given in this course to southeastern Wisconsin, but the geology of the State is discussed in lectures, and especial emphasis given to the glacial epoch and its effect upon the physiography of the region. No text-book is required, as the work will be carried on entirely by lectures and field investigations. Prerequisite: Geology 3, or by special permission.

6. PHYSIOGRAPHY.—*Throughout the year. Tu. Th. 9:20. Credit, 6 hours.*

This course will prove of especial value to students intending to qualify as science teachers in high school or college. It begins with a general discussion of erosion processes and the topographic forms of land relief. The laboratory work consists of a detailed study of contour maps, with the methods of their construction and use. A limited number of field trips are required in the fall and spring to supplement laboratory practice. The second semester's work investigates the origin and development of the systems of land relief in the United States. Text-book: Salisbury's *Physiography* (advanced course), also *Physiography of the United States*.

7. ECONOMIC GEOLOGY.—*First Semester. M. W. F., 10:20. Credit, 3 hours.*

The course in Economic Geology is open to all science and engineering students who desire a knowledge of the ore deposits in the United States and the application of geology to commercial purposes. A discussion is given of the origin and classification of ore deposits and their occurrence and distribution, with special reference to the United States. Text-book: Ries's *Economic Ge-*

ology of the United States. (Revised Ed.). Prerequisites: Chemistry 1, and either Geology 3 or Mineralogy, or their equivalent.

8. MINERALOGY.—*Second Semester. M. Tu. W. Th. F., 10:20. (Includes Laboratory). Credit, 5 hours.*

An introductory course treating of the crystallographic, chemical, and physical properties of minerals, with the method of identification by use of the blowpipe in the laboratory. The laboratory work consists of exercises with crystals and crystal models and the construction of crystal figures by clinographic projection, as well as a limited amount of blowpipe work upon a few selected specimens. The second part of the course involves a more detailed study of the important rock-making minerals, their identification, classification, distribution and economic value. Text-books: William's *Crystallography* (revised ed.) and Moses & Parson's *Mineralogy, Crystallography and Blowpipe Analysis*. Prerequisites: Chemistry 1 and Physics 1. Elective for juniors and seniors.

9. PETROLOGY.—*Second Semester, Tu. Th., 11:20. Credit, 2 hours.*

This course involves a discussion of the origin and macroscopic structures of rock magmas, together with their component minerals. The student is taught to identify rocks in field and laboratory, and is acquainted with the various building stones used in the United States. The study will be developed with emphasis upon the economic side rather than from the later classification of rock magmas belonging to the igneous series. Text-book: Pirsson's *Rocks and Rock Minerals*.

11. STRUCTURAL GEOLOGY.—*Second Semester, M. W. F., 8:00. Credit, 3 hours.*

Students taking Structural Geology must have a general knowledge of minerals, rocks, and the dynamic forces producing metamorphism. The major part of the work consists of an investigation of the structural relations of rock masses, including the origin of veins and ore bodies and the metamorphic processes affecting rock masses. A limited number of field excursions are required. Text-book: Geikie's *Structural and Field Geology*. (Revised Ed. 1908). References: Fisher's *Physics of the Earth's Crust*, Willis's *The Mechanics of Appalachian Structure*, and *Relation of Rock Flowage to Mountain Making* (U. S. G. S., Monograph, XLVII. 1904). Alternates with Geology 5. Not given in 1912-13.

12. PALEONTOLOGY.—*First Semester, M. W. F., 8:00. Credit, 3 hours.*

The work of Paleontology is open to all students in biology or zoology, as well as to science students who have taken some work in geology. The course includes a study of the classification of fossils and their distribution in past epochs. Special emphasis is given to the earlier paleozoic formations occurring in Wisconsin, but the type or guide fossils of other horizons are also examined. Text-book: Zittel's *Paleontology*, Vol. I (Eastman's translation).

13. CONTINENTAL EVOLUTION.—*First Semester, M. W. F., 8:00. Credit, 3 hours.*

A study of continental development, with especial reference to North America, based upon the distribution of successive geologic strata, their lithologic character, and an interpretation of the fauna and flora of each period. This is a cultural course conducted by a series of lectures and is open to all students who have taken Geology 3

or 4. No text-book is required, but students are required to read *Paleogeography of North America* by Charles Schuchert Bull (Geol. Soc. America, Vol. xx, 1910) pp. 427-606.

XI. GERMAN

Professor Gerechter and Mr. Ruff

1. BEGINNING GERMAN.—*Throughout the year. T. W. Th. F., 8:00 and M. T. W. F., 11:20. Credit, 8 hours.*

Pronunciation; German and English cognates; grammar; oral and written exercises. Texts: Thomas's *Practical German Grammar*; Mueller and Wenckebach's *Glueck Auf*; Storm's *Immensee*. Conversation on text.

2. SECOND YEAR GERMAN.—*Throughout the year. M. W. Th. F., 9:20. Credit, 8 hours.*

Thomas's *Practical German Grammar*; exercises in syntax; Wesselhoeft's *German Composition*; Bacon's *Im Vaterland*, with conversation and reproduction of text; Schiller's *Wilhelm Tell* and *Life of Schiller* by Thomas; sight reading. Prerequisite: German 1.

3. ADVANCED GERMAN.—*Throughout the year. M. W. F., 10:20 or 11:20. Credit, 6 hours.*

Texts: Riehl's *Burg Neideck*; Heine's *Die Harzreise*; Schiller's *Maria Stuart*. Prerequisites: German 1 and 2.

4. GERMAN COMPOSITION.—*Throughout the year. Th., 10:20 or 11:20. Credit, 2 hours.*

This course is based on Osthaus and Biermann's *German Composition* and includes work in conversation. Prerequisites: German 1 and 2.

5. ADVANCED GERMAN.—*Throughout the year. M. W. F., 9:20. Credit, 6 hours.*

Texts: Sudermann's, *Der Katzensteg*; Lessing's *Emilie Galotti*. Prerequisites: German 3 and 4.

6. ADVANCED COMPOSITION.—*Throughout the year. Th., 9:20. Credit, 2 hours.*

This course is in conjunction with German 5 and is required of all students who intend to take the Teachers' course. Two original German essays are required by each student during the second semester. Text: Osthaus and Biermann's *German Composition*. Prerequisites: German 3 and 4.

7. HISTORY OF GERMAN LITERATURE (350-1625).—*Throughout the year. M. W., 2:30. Credit, 4 hours.*
Prerequisite: German 5.

8. HISTORY OF GERMAN LITERATURE (1625 TO THE PRESENT TIME).—*Throughout the year. M. W., 2:30. Credit, 4 hours.*

Bernhardt's *Hauptfacta aus der deutschen Litteratur* will form the basis of courses 7 and 8, with lectures by the professor and collateral reading from Scherer, Hedge, Gostwick and Harrison, Meyer, Koenig, Baskerville, and others. This course alternates with German 7. Prerequisite: German 5. Not given in 1912-13.

9. SCIENTIFIC GERMAN.—*Throughout the year. T. Th., 10:20. Credit, 4 hours.*

Wait's *German Science Reader* is the basis of the work. This course alternates with course 10 and is not given in 1912-13. Prerequisites: German 3 and 4.

10. TEACHERS' GERMAN.—*Throughout the year. T. Th., 10:20. Credit, 4 hours.*

This course is intended for juniors and seniors who intend to become teachers. Special attention is paid to the art of teaching German, based on Bagster Collin's *German in Secondary Schools* and Bahlsen's *The Teaching of Modern Languages*. Prerequisites: German 5 and 6.

XII. GREEK

Professor Trever

The purpose of the work in Greek is to acquire the ability to read with ease and appreciation the masterpieces of Greek literature, and thereby to gain an entrance into the inner thought and life of the Greeks. This purpose is impressed upon the mind of the student, not as a mere ideal, but as a practical working principle. Though thorough grammatical knowledge is insisted upon, this and all other purposes are made secondary to that enunciated above.

Course I is for beginners. Students who upon entrance to college have already completed the equivalent of this course, may obtain, if they desire, four years of advanced work in the language.

I. ELEMENTARY GREEK.—*Throughout the year. Tu. W. Th. F., 8:30. Credit, 8 hours.*

The purpose in this course is, in so far as possible, to accomplish in one year the ordinary preparatory work in Greek of three semesters. Gleason's *Greek Primer*, followed by Gleason's *Story of Cyrus*, Selections from the *Anabasis*, or the Gospel of Mark.

2. HOMER.—*First Semester. Tu. W. Th. Fri., 9:20. Credit, 4 hours.*

Selections from the *Iliad*. Study of Homeric questions. Comparison with other epics. Twenty lessons in easy Greek prose and review of grammar.

3. HOMER.—*Second Semester. Tu. W. Th. F., 9:20. Credit, 4 hours.*

Rapid reading of several books of the *Iliad* and the *Odyssey*, the remainder being read in translation, and

reported by the class. Study of the early Greek life and mythology.

4. HISTORIANS.—*First Semester. Tu. W. Th. F., 1:30. Credit, 4 hours.*

Herodotus, *The Persian Wars*; Thucydides, *The Sicilian Expedition*, or selections from the *Hellenica* of Xenophon.

5. PLATO.—*Second Semester. Tu. W. Th. F., 1:30. Credit, 4 hours.*

Apology, Crito, and Phaedo. These are supplemented by readings from Xenophon's *Memorabilia* and *Symposium* and Aristophanes's *Clouds*, in the endeavor to gain a complete picture of the life and character of Socrates.

6. TRAGEDY AND LYRIC POETRY.—*Throughout the year. M. W. F., 2:30. Credit, 6 hours.*

One play from each of three tragedians, and selections from the lyric poets. Comparison of the tragedies with modern dramas and with each other. Study of the Greek theatre. Lessons in advanced Greek prose composition.

7. ORATORS.—*Throughout the year. M. W. F., 2:30. Credit, 6 hours.*

Selections from the canon of the Attic orators, followed by a thorough study of Demosthenes's *De Corona*. In this course a careful study is made of the development of Greek oratory and of the life and times of Demosthenes. Comparison with modern civic eloquence. Lessons in advanced prose composition. This course alternates with Greek 6.

8. COMEDY.—*First Semester. Credit, 2 hours.*

Aristophanes, two plays. Not given in 1912-13.

9. NEW TESTAMENT GREEK.—*Throughout the year. M. W. F., 11:20. Credit, 6 hours.*

An inductive study of the Gospel of John. Text: Harper's *Introductory New Testament Greek Method*. The work is supplemented by the Gospel of Mark. Open only to beginners. This course alternates with Greek 12. Not given in 1912-13.

10. SELECTED EPISTLES OF PAUL.— *First Semester. Tu., 7-9 P. M. Credit, 2 hours.*

Rapid reading and interpretation of the Greek text.

Greek Literature, History, and Antiquities.—The following courses require no knowledge of Greek and are open to all students.

It is a commonly recognized fact that Greek literature and civilization have had a leading part in the development of modern literature and institutions. Turn to what phase of life we will, to civics, art, oratory, philosophy, poetry in its several branches, we find the evident marks of Greek influence. Plastic art can not be studied except by constant reference to Athens. The modern, complex state is studied to best advantage after a thorough grounding in the essentials of the ancient city-state. But above all, much of the best of our English poetry cannot be highly appreciated without an acquaintance with Homer and the Attic dramatists. The students of English literature especially cannot afford to neglect Greek poetry; for many of our best English poets literally lived and breathed in its atmosphere. It is here they learned their poetic music, their lyric flights, their sublime imagination, and their boldness to grapple with life's profoundest problems.

The purpose of the following courses is then to open the door to a wider appreciation of Greek literature and

institutions for all college students, but especially for students of English poetry and history.

11. THE GREEK DRAMA IN ENGLISH.—*Throughout the year. Tu. Th., 11:20. Credit, 4 hours.*

A careful study of the origin, development, and literary characteristics of the Greek drama, introduced by a few lectures on Greek epic and lyric poetry. Representative tragedies and comedies are studied critically. Comparison of the dramatists with each other and with modern, constant reference being made to English literature.

12. GREEK HISTORY TO THE CONQUEST OF ALEXANDER.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

Considerable reading of translations from the Greek classics required as a study of the sources. Alternates with Greek 9.

13. THE PRIVATE LIFE OF THE GREEKS.—*Second Semester. M., 1:30. Credit, 1 hour.*

Studied from Greek literature and the monuments.

14. GREEK SCULPTURE AND ARCHITECTURE.—*First Semester. M. W., 3:30. Credit, 2 hours.*

An appreciative study of the history and general principles of Greek plastic art, as an introduction to general art study.

XIII. HEBREW

Professor Gerechter

Hebrew has been introduced into the curriculum to accommodate students preparing for the ministry. It is expected that a good working knowledge of Hebrew will be acquired. In an informal way, the relation of Hebrew to the other Semitic languages and a general view of this field of study will be presented. Lectures on Hebrew literature will be delivered by the professor.

1. BEGINNING HEBREW.—*First Semester. Hours to be arranged. Credit, 4 hours.*

HARPER'S *Elements of Hebrew and Introductory Hebrew Method and Manual* will be used as text-books. Lessons I to XVII, comprising the first chapter of *Genesis*. Written and oral exercises.

2. BEGINNING HEBREW (CONTINUED).—*Second Semester. Hours to be arranged. Credit, 4 hours.*

Text-books as above. Lessons XVII to XXXIII, comprising *Genesis*, chapters 2 and 3. Selected reading: *Genesis*, chapter 24. Written and oral exercises.

3. SECOND YEAR HEBREW.—*First Semester. Hours to be arranged. Credit, 4 hours.*

Text-books same as in Hebrew I and 2. Lessons XXXIII to L inclusive, comprising *Genesis*, chapters 4 to 9. Selected readings from *Deuteronomy* and the *Psalms*. Written and oral exercises. Not given in 1912-13.

4. SECOND YEAR HEBREW (CONTINUED).—*Second Semester. Hours to be arranged. Credit, 4 hours.*

A general review of grammar with selected reading from the *Psalms* and *Isaiah*. Not given in 1912-13.

XIV. HISTORY

Professor Moore

To understand our exteremely complex modern society it is quite necessary to know the origin and to trace the growth of our various political, economic, and social institutions. The history department therefore aims to give the study of history a real, practical value by showing the relation of the past to present day problems and conditions. It also endeavors to provoke a fair and

just critical spirit, to stimulate inquiry, and to promote general culture.

In connection with every course text-books are used where practicable and are supplemented by lectures, extensive collateral reading, discussions, and theses on assigned topics. Courses 1 and 2 are introductory courses, and it is strongly recommended that they be taken in the freshman year.

1. MEDIEVAL EUROPEAN HISTORY.—*First Semester. M. W. F.*, 10:20 and 11:20. *Credit, 3 hours.*

A general survey of the history of Europe from the Barbarian Invasions to the end of the Middle Ages.

2. MODERN EUROPEAN HISTORY.—*Second Semester. M. W. F.*, 10:20 and 11:20. *Credit, 3 hours.*

A general survey of Modern European history. A continuation of course 1. Prerequisite: History 1.

3. HISTORY OF ENGLAND.—*First Semester. Tu. Th.*, 11:20. *Credit, 2 hours.*

A general course in English history from the earliest times to the beginning of the Stuarts.

4. HISTORY OF ENGLAND.—*Second Semester. Tu. Th.*, 11:20. *Credit, 2 hours.*

From the beginning of the Stuarts to the present time. Continuation of History 3. Prerequisite: History 3.

5. MEDIEVAL CIVILIZATION AND THE RENAISSANCE.—*First Semester. Tu. Th.*, 9:20. *Credit, 2 hours.*

An attempt to give a clear, concise presentation of the life of the later Middle Ages. Topics such as the following will be considered: government, law, feudalism, warfare, chivalry, agriculture, manufactures, trade, communes, guilds, the church, universities, literature, art,

architecture, philosophy and science, inventions and discoveries, scholasticism, humanism, meaning and significance of the Renaissance. Alternates with courses 7 or 11. Prerequisites: History 1 and 2. Not given in 1912-13.

6. PROTESTANT REFORMATION AND THE THIRTY YEARS' WAR.—*Second Semester. Tu. Th., 9:20. Credit, 2 hours.*

Conditions in Europe at the opening of the sixteenth century. Reform movements and heresy during the Middle Ages. Religious reformers of the sixteenth century. The Reformation in each of the leading European countries. Counter Reformation. The Thirty Years' War. Prerequisites: History 1 and 2. Alternates with course 8. Not given in 1912-13.

7. EUROPE IN THE EIGHTEENTH CENTURY.—*First Semester. Tu. Th., 9:20. Credit, 2 hours.*

Greatness and decline of France under Louis XIV and Louis XV. Rise of Russia and Prussia. Colonial expansion. Special attention to the philosophy and literature of the "Age of Enlightenment" and to the aims and accomplishments of the Benevolent Despots. Prerequisites: History 1 and 2. Not given in 1912-13.

8. THE NAPOLEONIC ERA.—*Second Semester. Tu. Th., 9:20. Credit, 2 hours.*

The Old Regime. French Revolution. Industrial Revolution. Napoleon. Congress of Vienna. Prerequisites: History 1 and 2.

9. EUROPE IN THE NINETEENTH CENTURY.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

Political, economic, and social history of the leading European nations. Colonies and the Eastern questions.

Present day problems. Prerequisites: History 1 and 2; or for junior and seniors without this prerequisite.

10. CONSTITUTIONAL AND SOCIAL HISTORY OF ENGLAND.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

The essentials of English constitutional history, and a rapid survey of social progress. Designed especially for those who cannot take History 3 and 4. Prerequisites: History 1 and 2; or for juniors and seniors without this prerequisite. Alternates with course 9. Not given in 1912-13.

11. EUROPEAN BACKGROUND OF AMERICAN HISTORY. *First Semester. Tu. Th., 9:20. Credit, 2 hours.*

The political, economic, social, and religious conditions in Europe, and in England in particular, in the sixteenth and seventeenth centuries, so as to show with what the American colonies began. European events of the eighteenth or nineteenth century affecting America. Prerequisites: History 1 and 2, or 3 and 4, or by permission of the instructor.

19. SEMINAR.—*Second Semester. M., 3:30 to 5:30. Credit, 2 hours.*

A careful and critical study of certain assigned topics in American or European history. The aim is to adapt the History Seminar to the needs and capacities of undergraduate students, giving them a training in the use of source materials. Prerequisite: permission of instructor. Alternates with course 35.

20. AMERICAN HISTORY (1492-1789).—*First Semester. M. W. F., 8:00. Credit, 3 hours.*

The Colonial Era, Revolution, Confederation, Federal Constitution. Alternates with History 22. Not given in 1912-13.

21. HISTORY OF THE UNITED STATES (1789-1910).—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A general history of the United States since the adoption of the constitution. Prerequisite: History 20. Alternates with History 23. Not given in 1912-13.

22. HISTORY OF THE AMERICAN WEST.—*First Semester. M. W. F., 8:00. Credit, 3 hours.*

A history of the Middle West and West United States from the period of the French and Spanish occupation to the present. Elective for juniors and seniors; elective for sophomores by permission of the instructor.

23. RECENT AMERICAN HISTORY.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

From the outbreak of the Civil War until the present. Prerequisites same as for course 22.

30. HEBREW HISTORY.—*First Semester. M. W. F., 8:00 or 11:00. Credit, 3 hours.*

This course is required of all Protestant collegiate students and will be given by Professor Naylor. See Department of Biblical Literature.

31. JEWISH HISTORY.—*Second Semester. M. W. F., 8:00 or 11:00. Credit, 3 hours.*

Given by Professor Naylor. See Department of Biblical Literature.

32. HISTORY OF GREECE.

A detailed study of the political institutions and social life of the Greeks from the earliest times to the Roman Conquest. This course will be given by Professor Trever. See Department of Greek.

33. HISTORY OF ROME.

A study of the history of the Roman state from the

foundation of the city until the invasion of the Barbarians. Not given in 1912-13.

35. TEACHERS' COURSE.—*Second Semester. M., 3:30 to 4:30. Credit, 1 hour.*

A lecture course having special reference to the teaching of history in secondary schools. Lectures will be supplemented by collateral readings and a systematic review of certain essentials in history taught in secondary schools. Open to juniors and seniors whose major or minor is history. Alternates with course 19. Not given in 1912-13.

XV. LATIN

Professor Wright

To acquire the ability to read the masterpieces of Roman literature with care, accuracy, and appreciative enjoyment, is the purpose kept steadily in view. Without neglecting the necessary grammatical technicalities of the language, the chief emphasis is given to a sympathetic literary interpretation of the authors read, with proper reference to their subject matter, stylistic features, historical interest, and the mythology and antiquities involved.

The masterpieces of Cicero, Livy, Tacitus, Pliny, Vergil, Horace, Sallust, Nepos, Martial, Terence, Plautus, Tibullus, Propertius, Ovid, Juvenal, Lucretius, and Catullus are made the basis of the work, and enable the student to attain a wide and thorough knowledge of the best and most characteristic aspects of Roman life and thought as revealed in the extant literature. The possibility is offered of electing Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library.

Students who are planning to teach Latin as a profession are given special opportunities for preparation and training.

1. LIVY, HORACE, PLAUTUS.—*Throughout the year. Tu. W. Th. F., 10:20. Credit, 8 hours.*

Selections from Livy I, II, and XXI. Satires and Epistles of Horace. *Captivi* of Plautus. Exercises in writing Latin. Historical outlines of Roman literature.

2. PHAEDRUS, LATIN NEW TESTAMENT.—*Throughout the year. M., 10:20. Credit, 2 hours.*

Easy translation course to supplement Latin 1.

3. OVID, NEPOS.—*Throughout the year. M., 10:20. Credit, 2 hours.*

Alternates with Latin 2. Not given in 1912-13.

4. CICERO, VERGIL, HORACE, TERENCE.—*Throughout the year. Tu. W. Th. F., 10:20. Credit, 8 hours.*

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes and Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin. Not given in 1912-13.

5. JUVENAL, TACITUS, CICERO, TIBULLUS, PROPERTIUS. *Throughout the year. M. W. F., 11:20. Credit, 6 hours.*

An advanced translation course. Prerequisites: Latin 1 and 4.

6. PLINY, MARTIAL, CATULLUS.—*Throughout the year. M. W. F., 11:20. Credit, 6 hours.*

Alternates with course 5. Prerequisites: Latin 1 and 4. Not given in 1912-13.

7. TEACHERS' TRAINING COURSE.—*Throughout the year. Tu. Th., 11:20. Credit, 4 hours.*

Historical Latin grammar: Pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin. Prerequisites: Latin 1 and 4.

8. LATIN COMPOSITION.—*Throughout the year. Tu. Th., 11:20. Credit, 4 hours.*

Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers. Alternates with Latin 7. Prerequisites: Latin 1 and 4. Not given in 1912-13.

A. BEGINNING LATIN, CAESAR.—*Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours.*

A free elective course in elementary Latin and Caesar's *De Bello Gallico*.

B. CICERO, VERGIL.—*Throughout the year. M. Tu. W. Th. F., 1:30. Credit, 10 hours.*

Four orations of Cicero and six books of Vergil's *Aeneid*. Exercises in writing Latin.

XVI. MATHEMATICS, ENGINEERING, ASTRONOMY

Professor Lymer and Mr. Morris

Although the primary aim of this department is to train the mind to think logically on all subjects, still the topics are so selected as to lay the foundation for the professions of engineering and architecture. To this end the work is made largely practical.

Students majoring in mathematics are advised to take courses 1 to 6. Astronomy, and courses in Engineering, except Mechanics, may not count on a major or minor. A minor should consist of Mathematics 1 to 4.

Engineering students are advised to take the Pre-Engineering Group as outlined.

A. Mathematics

1. ALGEBRA.—*First Semester. Four sections: M. W. F., 8:00, 9:20, 11:20, 1:30. Credit, 3 hours.*

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Reitz and Crathorne. Crathorne.

2. TRIGONOMETRY.—*Second Semester. Two sections: M. W. F., 8:00 and 9:20. Credit 3 hours.*

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Phillips and Strong.

3. HIGHER ALGEBRA.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours.*

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Rietz and Crathorne. Prerequisites: Mathematics 1 and 2, or may be taken with course 2.

4. ANALYTIC GEOMETRY.—*Throughout the year. M. W. F., 10:20. Credit, 6 hours.*

The straight line, conic sections, solid geometry. A few higher plane curves are discussed. Text: Fine and Thompson. Prerequisites: Mathematics 1 and 2.

5. CALCULUS.—*First Semester. M. Tu. W. Th. F., 9:20. Credit, 5 hours.*

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Townsend and Goodenough. Prerequisite: Mathematics 4.

6. ADVANCED CALCULUS.—*Second Semester. M. Tu. W. Th. F., 9:20. Credit, 5 hours.*

Evolutes, envelopes, singular points, curve-tracing, partial derivatives, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc. Prerequisite: Mathematics 5.

7. TEACHER'S COURSE.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members. Prerequisite: nine hours of college mathematics. Given in 1912-13 and in alternate years.

8. PROJECTIVE GEOMETRY.—*Throughout the year. Hours to be arranged. Credit, 4 hours.*

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Prerequisite: Mathematics 4. Given in 1912-13 and in alternate years.

9. DIFFERENTIAL EQUATIONS.—*Second Semester. Hours to be arranged. Credit, 2 hours.*

Ordinary differential equations, with applications to physics and geometry. Text, Murray. Prerequisite: Mathematics 6, or may be taken with 6. Alternate years. Not given in 1912-13.

B. Engineering

I. MECHANICAL DRAWING.—*Throughout the year. M., 1:30; W. F., 1:30-4:30. Credit, 6 hours.*

This work includes free-hand lettering, exercises involving the use of all instruments, geometrical construc-

tions, isometric, cabinet, and elementary orthographic projection. Special attention is given to free-hand lettering, tracing, blue print work, and the drawing of machine parts. One lecture or recitation and six hours drafting per week. Text: Phillips's *Notes on Mechanical Drawing*.

2. DESCRIPTIVE GEOMETRY.—*Throughout the year. Sat., 9:00-12:00. Credit, 4 hours. Class hour to be arranged.*

Given partly as a theoretical and partly as an applied subject. The solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Phillips and Millar. One recitation and three hours drawing per week. Prerequisite: Mechanical Drawing. Alternates with Engineering 4. Not given in 1912-13.

3. SURVEYING.—*Throughout the year. Tu. Th., 11:20; Tu. Th., 1:30-4:30. Credit, 6 hours.*

Special attention is given to the use, care, and adjustment of instruments, and to the solution of problems in connection with the plane table, transit, and level. The work includes different methods of measuring angles, running traverses, differential and profile leveling, establishing grade lines, computation of areas, and land surveying, especially the United States system of land subdivision. Johnson and Smith's *Theory and Practice of Surveying* is used as a text, and Pence and Ketchum's *Surveying Manual* is used as a guide for field work. Fee \$2.50 per semester. NOTE: In this course office work and computation of field notes are substituted for field work during the winter months.

4. MECHANICS.—*Throughout the year. M. W. F., 11:20. Credit, 6 hours.*

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moment of inertia and rotation, work and energy, impulse and momentum. Graphic and analytic mechanics. Text: Maurer. Prerequisite: Mathematics 5, or may be taken with course 5. Alternates with Engineering 2.

C. Astronomy

1. GENERAL ASTRONOMY.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

A historical and descriptive course, designed to give the student a broad view of the science, and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope in the study of the heavenly bodies. This course requires only the simplest mathematical operations, and is complete without course 2. Text: Moulton. Elective for students beyond the freshman year. No prerequisite. Alternate years. Not given in 1912-13.

2. PRACTICAL ASTRONOMY.—*Second Semester. M. W. F., 2:30. Credit, 3 hours.*

Methods of taking and reducing observations, determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Special attention is given to the astronomy of engineering. About half the time is spent in laboratory work in the evening. Text: Comstock's *Field Astronomy*, with references to Loomis, Doolittle, etc. Prerequisite: Trigonometry and Astronomy 1. Alternate years. Not given in 1912-13.

XVII. MUSIC

Professors Harper, Brazelton, Arneke

A study of music in which the student is given a clear grasp of the fundamental principles underlying the art. The knowledge of the history of its development is becoming more and more recognized as a proper subject for college credit at Lawrence. Twelve hours of work taken in the Conservatory of Music under the regulations there enforced may be counted towards the degree of A. B. Four of these hours must be history or harmony, and the remaining eight may be in any department of the conservatory. A special tuition is charged for these courses.

1. HISTORY OF MUSIC.—*Credit, 2 hours.*

This course will consist of a study of music among the more Oriental nations; the Greeks and the Romans; the development of church music; the French, Netherland, and Italian schools from 1000 to 1500 A. D.; the genius epoch of the German school; modern music in Germany, France, Russia, and America.

2. THEORY OF MUSIC.—*Credit, 4 hours.*

This course embraces harmony, counterpoint and fugue, harmonie and formal analysis of standard compositions, ear-training, orchestration, and composition,

3. ADVANCED HARMONY.—Harmonization of chorals. Remote modulations. Unprepared and unresolved dissonances, etc.

4. INSTRUMENTAL ANALYSIS AND COMPOSITION.—This course will consist of advanced work in the technical materials of piano playing; an analysis in the classics, including the work of Bach, Haydn, Mozart, and Bee-

thoven; and, finally, the study of modern compositions of all schools, including the great modern concertos.

5. VOCAL COMPOSITION.—This course consists of advanced work in the study of the technique and tone development of the voice. The songs of different lands and the recitative and aria of the great oratorios and operas are carefully studied.

XVIII. PHYSICAL EDUCATION

Mr. Catlin, Mrs. Treat, Mr. Zilisch

Especial attention is given to outdoor work, mainly in the form of football, baseball, and track athletics. In this the effort is made to secure the greatest possible benefit for all students. Classes for basketball and other gymnastic games are organized, and every effort is made to further outdoor sports, such as cross-country running and walking, tennis, rowing, swimming, etc.

Regular work is given in the gymnasium, which has excellent floor space and adequate equipment. Each student is required to take at least two years of physical training before graduation.

Each student undergoes careful physical examination and tests upon entering the department and at the beginning of each semester. Suitable corrective exercises are prescribed for individual cases, and anthropometric charts are platted. Each student is furnished with a handbook containing the anthropometric chart, the gymnasium rules, and valuable health information. No student will be permitted to take part in any of the work of this department without a physical examination.

PHYSICAL EDUCATION FOR WOMEN.—Each student is given a careful physical examination at the beginning of the school year. These data are made the basis of an

anthropometric chart which becomes the property of the individual student. Physical defects are noted and special exercises are prescribed for their correction. At the close of the year, another examination takes place and a new chart is platted. A comparison of the two charts indicates the development that has taken place during the year.

Students are required to keep full notes of all military commands, drills, and hygienic rules. Regular examinations are held at the end of each semester.

1. GYMNASTICS. — *Throughout the year. Tu. Th., 3:30. Credit, 2 hours.*

Swedish gymnastics, free hand movements, dumb bells, wands, military drill, fancy steps, and folk dances.

2. GYMNASTICS. — *Throughout the year. Tu. Th., 2:30. Credit, 2 hours.*

First Semester. Swedish gymnastics, military drill, corrective exercises.

Second Semester. Normal class in gymnastics, military drill, fancy steps, and folk dances. Grade for the work is based on ability of the individual to conduct a class in every branch of the work given.

PHYSICAL EDUCATION FOR MEN.—Gymnasium work for men is mainly the same as that in use by the Young Men's Christian Associations of North America. It consists of marching, free hand and calisthenic exercises, and hygienic gymnastics. Some work is given in educational gymnastics for those who wish it. The intention is to give a two or three years' graded course in gymnasium work. Recreative work is fostered and encouraged in various forms.

Men are required to wear gray Turner trousers, navy blue, sleeveless jerseys, and heelless shoes.

I. GYMNASTICS.—*Throughout the year. M. W. F., 9:20 and 1:30. Credit, 2 hours.*

Swedish gymnastics, body building, free hand work, and dumbbells. Heavy gymnastics: elementary movements on parallel bars, side and long horse, buck, vaulting and horizontal bar, spring-board and pad box, and tumbling. Elements of swimming, games, and contests. Three hours attendance.

II. GYMNASTICS.—*Throughout the year. Tu. Th., 10:20 and 11:20. Credit, 1 hour.*

Advanced light and heavy gymnastics for those who have had one year or the equivalent. Two hours attendance.

XIX. PSYCHOLOGY AND PHILOSOPHY

Professor Farley

A. Psychology

1. GENERAL PSYCHOLOGY.—*First Semester. M. W. F., 8:00 and 11:20. Credit, 3 hours.*

An elementary course that should be taken in the sophomore year and which is devoted to a study of the growth, development, and conditions of the mind, and an analysis of the different aspects or functions of personal consciousness. The course is valuable to any one who wishes to understand life and action. It is useful to the student of law or medicine and is of prime value to any student of literature, social science, economic theory, history, or philosophy. Instruction is given by means of discussions and recitations. Students receiving a grade of 80 or less are required to attend consultation periods not less than once every two weeks until they obtain a

satisfactory grade. History of Philosophy (course 3 or 4) may be taken in connection with Psychology 1.

2. MENTAL DEVELOPMENT AND SOCIAL PSYCHOLOGY. *Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A correlation with course 1. The course will cover the general characteristics of mental and physical growth from youth to maturity. Special emphasis will be placed upon the development of social consciousness and upon the environmental conditions or adjustments that make life activities significant. The course should be of value to those interested in historical, sociological, political, ethical, or pedagogical work. The regular class discussions and text-book reading count for two hours; the parallel readings on special topics, for one additional hour. Prerequisite: Psychology 1.

3. EDUCATIONAL PSYCHOLOGY.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

Students preparing to teach or to specialize along educational lines should take in Psychology courses 1, 3, and either 4 or 5, and in Philosophy courses 1 or 2 or 3,—preferably course 2, together with the course in the philosophy of education. Course 3 is a course dealing with psychology as applied to educational problems. Text: Colvin's *The Learning Process*. Required for those who wish a Teachers' Certificate. Prerequisite: Psychology 1.

4. VOCATIONAL AND COMPARATIVE PSYCHOLOGY.—*Throughout the year. Tu. Th., 8:00. Credit, 2, 3, or 4 hours.*

A course that deals with the practical applications of psychology to three vocations. Texts: Scott's *Psychol-*

ogy of Advertising and Münsterberg's *Psychotherapeutics*. The above work is supplemented by a more detailed comparative study of many practical reactions upon the environment, such as processes of acquisition, development of attention, growth of habit, expression of instinct, growth of perception, thought, motor control, suggestion, or other special subjects of study. The regular class work, including lectures and text-book reading, count for two hours. The parallel readings and special topics may count for either one or two additional hours.

5. EXPERIMENTAL PSYCHOLOGY.—*Throughout the year. Tu. Th., 8:00. Credit, 2 hours.*

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with course 4.

B. Philosophy

The value of philosophy lies in its intensely practical relation to the fundamental views that control our interpretations and actions in life, in literature and history, and in the social and physical sciences. It aims to give a criticism of fundamental beliefs and consistently to portray a system of principles essential to our thought and understanding of the world. Both religion and science unavoidably have their foundation laid in philosophical interpretations.

1. INTRODUCTION TO PHILOSOPHY.—*Throughout the year. Thursday evening. Credit, 4 hours.*

An elementary course devoted to the problems of thought. An effort is made to have the student become self-conscious of his own fundamental commonsense beliefs. These presumptions are then contrasted with other possible constructions. The course aims to help the stu-

dent to realize the fundamental truths in each system of thought and to dispossess the mind of the dogmatism of common life. The course ends with the conception of idealism and the proof of God. This course gives the student a good outlook upon the field of philosophy and helps him to see the principles that have controlled the thought of mankind. It is important to any one who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. Prerequisite: Psychology 1.

2. PHILOSOPHY.—*Throughout the year. M. W. F., 10:20. Credit, 4 or 6 hours.*

A study of the different uses and interpretations of a large number of practical concepts, such as nature, evolution, reason, freedom, democracy, society, instinct, force, etc., to the extent of some thirty-five different concepts, followed by a study of a present day philosophical system, as of Royce, James, Bradley, Browne, or McTaggart. This course correlates with the work in the departments of Sociology and Education. Prerequisite: Psychology 1.

3. GENERAL HISTORY OF PHILOSOPHY, ANCIENT AND MEDIEVAL.—*First Semester. M. W. F., 9:20. Credit 3 or 4 hours.*

The course is supplemented by and supplements course 5 in the department of History; also the courses in Greek and Roman history. Students specializing in history

should take course 3 in History of Philosophy, together with the above named courses in the department of History. The course is open to sophomores, and consists of an elementary and general survey of ancient and medieval thought. Students desiring to take up the Introduction to Philosophy may also take History of Philosophy. Course 3 may be taken in connection with Psychology 1. Text: Cushman's *A Beginner's History of Philosophy*. Alternates with Philosophy 4. Prerequisite: One year of college work.

4. EVOLUTION.—*Second Semester. M. W. F., 9:20.*

A study of the interpretations, value, and effect upon modern thought of the theory of evolution. This course follows course 3 and alternates with the second semester of course 5. Prerequisite: Psychology 1 and preferably one course in philosophy.

5. HISTORY OF MODERN PHILOSOPHY.—*Throughout the year. M. W. F., 9:20. Credit, 6 or 8 hours.*

A course in the history of modern philosophy covering German rationalism and idealism, and including some of the prominent thinkers of British philosophy. This course gives a good survey of the growth and development of modern thought. Students of history or literature and of the social sciences should find the course directly useful as an interpretative study.

This course supplements and is supplemented by course 7 in the department of History. It alternates with course 3 and may be taken with psychology. The regular class work, including discussions and text-book reading, counts for six hours. The parallel readings and special topics count for one additional hour each semester. Text: Cushman's *A Beginner's History of Philosophy (Modern)*. Prerequisite: Psychology 1. Not given in 1912-13.

6. LOGIC.—*Second Semester. W. F., 10:20. Credit, 3 hours.*

An elementary course in logic and methodology. Special emphasis is placed upon logical analysis and argument, and the methods of scientific investigation. This course will be found valuable to those desirous of learning how to think critically and consistently and who wish to know the fallacies common in thinking. The regular class work discussions and text-book readings count for two hours. The parallel readings and special topics count for one additional hour. Alternates with Psychology 4. Not given in 1912-13.

XX. PHYSICS

Professor Treat

The work in physics is designed to develop in the student the ability to observe accurately, to reason logically, and to demonstrate the validity of his conclusion experimentally. To this end use is made of text-books, the reference library, laboratories, and lectures, as occasion demands or the nature of the particular subject requires. The Stephenson Hall of Science was planned to meet the requirements of the rapidly growing interest in, and importance of, science work, and is entirely adequate for all demands made upon it.

In the experimental work an outline manual is followed, the student being required to consult such authorities as Hastings and Beach, Carhart, Barker, Watson, Preston, Maxwell, Rowland, Jackson, Tesla, etc. These books are kept in the departmental library adjoining the laboratory. Here are found also such laboratory books as Whiting, Stewart and Gee, Tory and Pitcher, Nichols, Kohlrausch, Ames and Bliss, Milliken, Glazebrook and

Shaw, Loudon and McLennan, Austin and Thwing, etc. The student, by frequent use, becomes acquainted with the works of the best authors upon the subject of physics, and, in many cases, has brought before him the several practical methods for the experimental solution of the problem under consideration.

1. GENERAL PHYSICS.—*Throughout the year. M. T. W. Th., 11:20. Credit, 8 hours.*

Mechanics, Sound, and Light. Heat and Electricity. This course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a prerequisite. Laboratory work, $2\frac{1}{2}$ hours per week at hours indicated on schedule.

2. GENERAL MATHEMATICAL PHYSICS.—*Throughout the year. M. W. F., 8:00. Credit, 6 hours.*

Mechanics and Heat; Sound, Light, and Electricity. Recitations and lectures illustrated by experiments and by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject. Prerequisite: Freshman mathematics.

3. PHYSICAL MEASUREMENTS.—*Throughout the year. Tu., 8:00. Laboratory hours as shown in schedule. Credit, 4 hours.*

Mechanics and Heat; Sound, Light, and Electricity. Students in engineering courses should take this work in connection with Physics 2. It is open also to other students enrolled in Physics 2.

4. ELECTRICITY AND MAGNETISM.—*Throughout the year. M. W. Th. F., 10:20. Credit, 8 hours.*

Elementary theory and the use of direct and alter-

nating machinery, together with the study of the instruments for the regulation, measurement, and use of electric currents. Recitation and lectures three or four times per week in connection with laboratory work in electric measurements, testing, standardizing, etc.

5. **ADVANCED LIGHT.**—*Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 9:20. Credit, 5 hours.*

This course is designed primarily for those students who major in physics, but may be taken by others. Edser's *Light* will be used as a text. Prerequisites: Physics 1, or Physics 2, and registration in Mathematics 5.

6. **ADVANCED HEAT.**—*Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 9:20. Credit, 5 hours.*

The course deals with the subject in a more strongly mathematical way than the previous courses. Prerequisites: one year of college physics, and mathematics including elementary calculus. Not given in 1912-13.

7. **PHYSICAL OPTICS.**—*Second Semester. M. W. F., 1:30. Credit, 3 hours.*

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides. Prerequisites: one year of college physics and one year of general chemistry.

8. **TEACHERS' PHYSICS.**—*Second Semester. Hours to be arranged. Credit, 2 hours.*

History of physics. Development of the physical lab-

oratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class. Prerequisite: at least a minor in Physics.

XXI. PUBLIC SPEAKING

Professors Orr and Garns

I. VOCAL EXPRESSION.—*First Semester. Tu. Th., 11:20 and 1:30. Credit, 2 hours.*

An inductive study of the laws of good form in speaking. The student is given for interpretation a specific problem from the best literature. Through his own presentation and through criticism by the instructor, he is led to discover the laws governing effective speaking. Practical exercises in voice to eradicate faults which hinder adequate vocal interpretation. Text: Gordon and Lyman's *Vocal Expression in Speech*.

2. ORATORY AND EXTEMPORANEOUS SPEAKING.—*Throughout the year. Tu. Th., 11:20. Credit, 4 hours.*

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking in the class, and later through special writing. Practice in oratorical delivery. The writing and delivery of at least one oration. Text: Phillips's *Effective Speaking*.

3. DEBATE.—*Throughout the year. Tu. Th., 2:30. Credit, 6 hours.*

It is the purpose of this course to give the student a thorough knowledge of the principles of argumentation. After he has learned to analyze a proposition, public questions are assigned, with briefs and bibliographies and the argument written out in full. After this preliminary

work has been completed, a formal debate is held. Here especial emphasis is laid on rebuttal and team work, and students are freely criticized at the close of the debate. Open to all students. Text: Foster's *Argumentation and Debating*.

4. ORATORICAL DELIVERY.—*First Semester. M. W., 1:30. Credit, 2 hours.*

Principles of oratorical delivery; problems in which these principles are applied. Special exercises in voice and gesture. Open to all students expecting to enter oratorical and debate preliminaries. Prerequisite: Public Speaking 1.

5. INTERPRETATION.—*Second Semester. M. W., 1:30, Credit, 2 hours.*

An advanced course in vocal interpretation. A study of the different types of literature with a view to their vocal interpretation. Prerequisite: Public Speaking 1 or 4.

XXII. ROMANIC LANGUAGES

Assistant Professor Eddy

A. French

1. BEGINNING FRENCH.—*Throughout the year. Tu. W. Th. F., 8:00 and 11:20. Credit, 8 hours.*

First Semester. Adrich and Foster's *Grammar. Pour Lire Seul*, d'Allonne. Conversation. Prerequisite: German 1.

Second Semester: Grammar. Readings: *La Mere Michel et son Chat* and *Le Voyage de M. Perrichon*. Conversation; dictation.

2. LE TOUR DU MONDE EN QUATRE-VINGTS JOURS, VERNE.—*First Semester. T. W. Th. F., 1:30. Credit, 4 hours.*

Advanced grammar work. Conversation, reproduction of text, dictation, etc.

3. HUGO, *LES MISERABLES*; MOLIERE, *L'AVARE*. *Second semester*. T. W. Th. F., 1:30. Credit, 4 hours.

Composition; supplementary reading; conversation; Claritie's *Pierrille*.

4. ADVANCED FRENCH.—*First Semester*. M. W. F., 9:20. Credit, 3 hours.

Three hundred pages of reading in advanced French, together with composition.

5. ADVANCED FRENCH.—*Second Semester*. M. W. F., 9:20. Credit, 3 hours.

Le Mariage de Figaro Beaumarchias, *Athalie*, Racine, etc. Conversation. Especial attention paid during this year's work to rendering students able to read French fluently at sight.

6. HISTORY OF FRENCH LITERATURE.—*First Semester*. M. W. F., 10:20. Credit, 3 hours.

Readings from Corneille, Racine, Moliere, Rousseau, and Voltaire. French reports on supplementary reading. Prerequisites: French 1 to 4.

7. HISTORY OF FRENCH LITERATURE.—*Second Semester*. M. W. F., 10:20. Credit, 3 hours.

Readings: Chateaubriand, Hugo, Taine, and other nineteenth century authors. Reports in French on supplementary reading. Prerequisites: French 1 to 5.

B. Spanish

Courses in Spanish will be introduced for those who desire work in this language. Courses are designed to cover two years of work. It is expected that the student will, in the time allotted to this language, acquire a rapid reading

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knowledge, with some ability in conversation. This subject is presented in alternate years.

1. BEGINNER'S COURSE.—*First Semester. M. W. F., 3:30. Credit, 3 hours.*

Wagner's *Spanish Grammar*. Easy conversation.

2. COURSE I (CONTINUED).—*Second Semester. M. W. Fri., 3:30. Credit, 3 hours.*

Grammar finished. *Victoria y Otros Cuentos*.

3. SECOND YEAR COURSE.—*First Semester. M. W. Fri., 3:30. Credit, 3 hours.*

Le Sage's *Gil Blas* (abridged ed.). *El Sombrero de Treo Picos*. Alarcon, *Composition*.

4. SECOND YEAR COURSE.—*Second Semester. M. W. Fri., 3:30. Credit, 3 hours.*

Valdes's *Jose*; Galdos's *Marianela*; composition.

XXIII. SOCIAL SCIENCE

Professors Rosebush and Bushnell

The work in this department is intended to serve as a partial introduction to a comprehensive study of American society, and the end sought is the training of students to deal intelligently with matters of large public concern. In accordance with this aim, the courses are all inter-related and made vital and intensely practical; emphasis is everywhere placed upon the actual march of affairs, and the student is constantly stimulated to understand the deeper and more fundamental trend of events.

Economics.

1. INTRODUCTORY ECONOMICS.—*First Semester. Tu. W. Th. F., 10:20. Credit, 4 hours.*

Beginning with a brief survey of the Industrial Revolution of the eighteenth century and of the business and

commercial development of the United States, the study takes up in some detail the laws of the production, distribution, and consumption of wealth and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, state control, Socialism, taxation, etc. Seager's *Introduction to Economics* is used as a text, with lectures and reading assignments on the economic questions of the day. Planned especially for sophomores, but open to other classes.

2. ECONOMIC HISTORY OF THE UNITED STATES.—*First Semester. M. W. F., 11:20. Credit, 3 hours.*

A study of the economic growth of the nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization, with special reference to the history of slavery, development of inventions, the factory system, agriculture, the railroads, industrial finance, and commercial expansion. Lectures and assigned readings, with special use of Bogart's *Economic History of the United States*. Primarily for juniors and seniors, but open to other classes. Prerequisite: Economics I. Not given in 1912-13.

3. THE CORPORATION.—*First Semester. Tu. Th., 9:20. Credit, 2 hours.*

A study of the organization of the modern corporation, the development of the trusts, the nature of competition and of monopoly, the problem of railways and other public service corporations, and methods of financiering and of public control. Texts: such as Moody's *The Truth About the Trusts* and Jenks's *The Trust Problem*, supplemented with lectures and collateral readings in such works as Ely's *Evolution of Industrial Society*,

Hobson's *Evolution of Modern Capitalism*, Meade's *Trust Finance*, and in current magazines. Prerequisite: Economics 1. Alternates with Economics 4.

4. BUSINESS MANAGEMENT.—*First Semester. M. W. F., 9:20. Credit, 3 hours.*

The aim of this course is to give a clear idea of the principles of the new science of business management now being developed in the business world, with discussions of the practical methods of factory organization, business finance, office routine, advertising and salesmanship,—in brief, the fundamentals of successful business building. Texts: Emerson's *Efficiency* and Parson's *Business Administration*, or similar works, with readings and reports upon current literature on the subject. Prerequisite: Economics 1. Alternates with Economics 3. Not given in 1912-13.

5. BANKING AND FINANCE.—*Second Semester. M. W. F., 9:20. Credit, 3 hours.*

Beginning with a study of modern business finance, the development of the stock market, and of Wall Street in particular, the course takes up such questions as trust funds, brokerage, investments, panics, corners, the money market, and foreign exchange, and concludes with a discussion of the methods and functions of modern banking in this country and in Europe. Texts: Pratt's *The Work of Wall Street* and Fiske's *The Modern Bank*, with reading references to Cleveland's *Funds and their Uses* and to current literature on the subject. Prerequisite: Economics 3 or 4.

6. ECONOMICS SEMINAR.—*Throughout the year. Tu., 7:00. Credit, 4 hours.*

A research course for juniors and seniors in which par-

ticular economic problems are discussed, in a meeting of two hours once a week, reports of readings and a paper on some phase of the work being required of each member. Prerequisites: Economics 1 and one other Economics course. The instructor should be consulted in arranging to take the course.

Politics

7. AMERICAN POLITICS.—*First Semester. Tu. W. Th. F., 11:20. Credit, 4 hours.*

A study of the forms, principles, and actual workings of the American local, state, and national governments, with discussions of present political standards, party platforms, business influences, and political tendencies of the time. Special attention is given to current literature on the subject. Text: Hart's *Actual Government*, or Beard's *American Government and Politics*. Primarily for sophomores, but open to other classes.

8. PHILOSOPHY OF AMERICAN GOVERNMENT.—*Second Semester. M. W. F., 12:20. Credit, 3 hours.*

A study of the development of democratic forms of government in the United States, with special reference to the origin and influence of our federal constitution, of the present practice of the courts in interpreting it, and of the new movements for popular control through the initiative, the referendum, the recall, the short ballot, and the commission forms of government. Text: Smith's *The Spirit of American Government*, with assigned readings from such works as Childs's *Short Ballot Principles*, Shaw's *Political Problems of American Development*, Wells's *The Future in America*, and from current literature. Prerequisite: Politics 7.

9. INTERNATIONAL LAW.—*Second Semester. M. W. F., 11:20. Credit, 3 hours.*

A systematic discussion of the subjects, sources, and divisions of international law and of the general system of rules of peace, war, and neutrality now operating among civilized nations. Text: Lawrence's *Principles of International Law*, supplemented with readings on current questions of international relations. Prerequisite: Politics 7. Alternates with Politics 8. Not given in 1912-13.

10. POLITICS SEMINAR.—*Throughout the year. Tu., 7:30. Credit, 4 hours.*

A research course for juniors and seniors, meeting two hours once a week. Applicants consult the instructor. Not given in 1912-13.

Sociology

11. INTRODUCTORY SOCIOLOGY.—*First Semester. Tu. W. Th. F., 8:00. Credit, 4 hours.*

Considering first sociology as a science and its relation to other sciences, the course takes up the study of (a) social conditions,—the facts and problems of the present social order, particularly in the United States, (b) social history—outline of the struggle in Europe and America for democracy, (c) social evolution,—the principles and trend of the development of institutions and customs in society, (d) social organization,—the nature of the individual and of society as phases of associated life, and (e) social reform,—the methods by which the principles of human association and development may be applied to the solution of our present social problems. Text: Dealey's *Sociology*, or Elwood's *Sociology and Modern Social Problems*, with lectures and assigned readings on live social

questions of the day. Primarily for juniors and seniors; others by special permission.

12. AMERICAN CITIES.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A study of American cities from the standpoints of home life, civic art, government, sanitation, education, recreation, business, and other social problems, with special reference to the present crisis of democracy induced by the rapid, uncontrolled development of our great cities. Each member of the class will select a large American city for special study and will report in a paper near the end of the course. Text: Howe's *The City the Hope of Democracy*, supplemented with lectures and reading references. Primarily for juniors and seniors. Prerequisite: Sociology 11, or Economics 1, or Politics 7. Alternates with Sociology 13. Not given in 1912-13.

13. COUNTRY LIFE.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

This course aims to present to the student a too much neglected field of study, but one today rapidly increasing in importance and in public interest. It takes up the development of the rural life of the small town and of the open country from the "age of homespun" to the modern age of the steam reaper and thresher, discussing the problems of beautifying and humanizing the country home, of rural education and recreation, of the rural church, of conservation and scientific agriculture, of moral conditions in the country, and of the development of a better civic life for the women and the children, as well as for the men. Text: such as Bailey's *The Country Life Movement*, with reading references

to the *Report of the Country Life Commission* and other current literature. Alternates with Sociology 12. Prerequisite: Sociology 11, or Economics 1, or Politics 7.

14. SOCIAL DUTIES.—*Second Semester. M. W. F., 1:30. Credit, 3 hours.*

A course designed to give a general survey of the social duties of American citizenship (such as every intelligent citizen should have), covering the needs of the family, neglected children, the working man, rural communities, public health, the church, amusements, educational agencies, philanthropies, the government, and relations to foreign peoples. Special attention will be given to leading questions of home economics. Text: Henderson's *Social Duties*, with lectures and assigned readings.

15. SOCIAL PSYCHOLOGY.—See Department of Psychology, Course 2.

16. SOCIAL AESTHETICS.—*Second semester. Tu. Th., 8:00. Credit, 2 hours.*

The expenditure of the income of the American people is the subject matter of this course. The laws governing the ideal expenditure of wealth are stated; a critical study of national expenditure is made; and the methods are discussed for bettering industrial surroundings, beautifying cities, and promoting a love for other forms of art. Not given in 1912-13.

17. THE SOCIALIST AND LABOR MOVEMENTS.—*Second Semester. M. W. F., 10:20. Credit, 3 hours.*

This course aims to give a clear understanding of the underlying philosophy of the socialist and labor movements as phases of the growth of modern democracy, to estimate their strength and worth, to note their

aims, methods, programs, and achievements, and to outline their probable future development and influence, now beginning to be widely felt. Texts: Spargo's *Socialism* and Mitchell's *Organized Labor*. Prerequisites: Economics 1 and one course in Sociology or in Politics.

18. SOCIOLOGY SEMINAR.—*Second Semester. Time by special arrangement with the class. One meeting each week for two hours. Credit, 2 hours.*

A research course for juniors and seniors on problems of American Democracy, using as reference guides Edwards's *Studies in American Social Conditions*, with lectures and special reports. Prerequisites: Sociology 10 and either Politics 7 or Economics 1. Applicants consult the instructor.

LAWRENCE SCHOOL OF EXPRESSION

FACULTY

SAMUEL PLANZ, Ph.D., D.D., LL.D., President of Lawrence College.

JOHN SEAMAN GARNES, Dean of the School of Expression.

JOSEPHINE M. RETZ-GARNES, Instructor in Harmonic Gymnastics and Voice Culture.

FREDERICK WESLEY ORR, B.L., Professor of Public Speaking.

EDWARD ABNER THOMPSON, A.B., Lecturer on Vocal Interpretation of Literature.

EMMA KATE CORKHILL, Ph.D., Professor of English Literature.

MAY ESTHER CARTER, A.M., Associate Professor of English Literature.

MATTHEW LYLE SPENCER, Ph.D., Litt.D., Professor of English Language.

JOHN HERBERT FARLEY, A.M., Professor of Philosophy and Psychology.

PEARL ELIZABETH SIMPSON, Tutor in Public Reading.

SARA PARKES TREAT, Instructor in Physical Education.

MARK SEAVEY CATLIN, Ph.B., LL.B., Director of Athletics.

HUBERT EMIL ZILISCH, Instructor in Physical Education.

THE PURPOSE OF THE SCHOOL

The Lawrence School of Expression is in the best sense of the word a "technical school." It aims to pre-

pare the student to do well a certain kind of work,—public speaking, writing, entertaining, or teaching. Its primary aim is to fit men and women for the public platform as lecturers, entertainers, interpreters of literature, actors, or public readers, or for the school room as teachers of English and of literature in high schools and colleges.

But it aims to be a “culture school” as well, and to this end it is allied with a college of liberal arts, through whose courses the student is offered a means of broad general culture in fields of science, philosophy, literature, and language.

GENERAL CULTURE

The first interest of the School, in fact, is the personal development and general culture of the student. Acting upon the ancient belief that education is the “drawing forth” of the man himself, whose powers lie undeveloped within him, it endeavors to accomplish this result by stimulating in him the desire to express himself, his best and deepest self. By encouraging him to objectify his highest ideals, it develops the positive qualities of the man and makes of him a “positive,” not a “negative,” force in the world.

Further, it would give him the free use of his instruments of expression, his mind, his voice and his body, to the end that they may respond ideally to the desires of the man. In this training of mind, voice, and body, it develops faculties of use in the business of life,—a winning personal address, a pleasing voice, the ability to speak with ease in public, and that command of all the powers which we call self-possession.

PUBLIC LECTURING

In training those who would do public lecturing the School endeavors to guide aspirants to more than the mere manner of the orator; it directs each in clarifying and giving form to his message. No claim is made that great lecturers can be made from any and all comers, but the claim is made that to the man with "a message" we can give directness and force in delivery, and; what is even more important, we can teach those laws of the human mind that will enable him to give his message to the minds and hearers of his audience with effectiveness and power.

PUBLIC READING AND ENTERTAINING

The School aims to produce public readers who are entertainers and who can give adequate expression to the best in literature. So long as there is great literature, literature of soul power and might lying upon dust covered shelves while people run after the husks of the current magazine, just so long will there be a place for the interpreter who shall be able by his magic to translate the dead page into that living language of the spoken word, the vibrant voice, the flashing eye, and the potent action of the entire man.

TEACHING OF ENGLISH AND LITERATURE

In the teaching of composition and rhetoric the attention is being turned more and more from the formal rules of rhetoric to the stimulation of the student's impulse to write,—his desire to express. In English literature teachers are turning the student's gaze away from the mere externals of literature to its inner, spiritual elements,—from the body to the soul. Such teachers are in demand.

The Lawrence School of Expression purposes to prepare teachers to fill this demand. Here is offered, in the college courses in literature, opportunity to gain that broad knowledge of the whole field of literature so essential to the teacher, and, alongside this instruction, that training of voice, of body, and of spiritual insight which shall make of the teacher not only a "seer" of the deeper elements in literature, but an interpreter as well.

THE METHOD

The training of the Lawrence School of Expression very naturally divides itself into five progressive phases:

1. The awakening of the man himself, the stimulating of those deeper impulses and desires of the soul to find expression in a world of action as a "speaker of words and a doer of deeds."

2. Such a preparation of the body for expressional activity as will make it a sensitive instrument responsive to every passing shade of thought or feeling.

3. The gaining of such a language or technique of expression in words (written and spoken), in vocal modulations, and in bodily speech that no shading of the "truth" shall be too subtle to fail of adequate expression.

4. The getting of the "truth" to be expressed by touch with the best thought of the ages and by repeated endeavor to formulate and give it expression.

5. The unifying of body, mind, and emotional nature in the expressive act, so that expression may be wholly spontaneous and free.

ENTRANCE REQUIREMENTS

The requirements for entrance to the School of Expression are the same as those for entrance to the College of Liberal Arts. See page 80.

COURSES OF STUDY

General Culture Course

The General Culture Course is a two-year course of training for platform work. It includes all the most valuable technical training that the School offers, and fits the student to do public reading or entertaining.

The work of this course is fundamental for all the other courses; for it retains all that training which looks to the general development of the man and the cultivation of those powers that would serve him in the business of life, while allowing him to choose his electives in the line of public speaking, teaching, or of general culture. The "General Culture Diploma" is given for a satisfactory completion of the studies and the training offered in this course.

FIRST YEAR

HOURS PER WEEK

1. Training of the Body
 - (a) Freedom and Repose of Body.....2
 - (b) Training in Expressive Action.....3
2. Training of the Voice
 - (a) Voice Production2
 - (b) Elements of Speech1
3. Training of the Mind
 - (a) Right Activity of Mind (Psychology)...1
 - (b) "Foundations of Expression"
(Theory and Practice)2
4. Action—Body, Voice, and Mind
 - (a) Public Reading and Personal Criticism, 2
or
 - (b) Extemporaneous Speaking2
5. Literature and Interpretation.....3

ELECTIVES

HOURS PER WEEK

- | | | |
|----|--|--------|
| 1. | English Composition and Rhetoric | 3 |
| 2. | Shakespeare | 3 |
| 3. | Tennyson | 3 |
| 4. | The Short Story | 2 |
| 5. | Psychology | 3 |
| 6. | Politics, or Economics | 3 |
| 7. | A Science | 4 or 5 |
| 8. | A Language | 4 or 5 |

Note. Electives may be chosen to make up a total of not more than sixteen recitation hours per week throughout the year. These are grouped differently, according as the course pursued is General Culture, Public Speakers', or Teachers'.

SECOND YEAR

HOURS PER WEEK

- | | | |
|----|--|---|
| 1. | Body Culture | |
| | (a) Emotion and Bodily Response..... | 1 |
| | (b) Advanced Pantomime and Gesture.... | 1 |
| 2. | Voice Culture | |
| | (a) Tone Drills | 1 |
| | (b) Responses to Ideal Thought and
Emotion | 2 |
| 3. | Mental Culture | |
| | (a) Education of the Central Nervous
System | 1 |
| | (b) Developing the Creative Faculties.... | 2 |
| 4. | Artistic Development | |
| | (a) Literary Forms and their Interpretation... | 1 |
| | (b) The Laws of Persuasion and their Use.... | 2 |
| | (c) Public Speaking and Personal Criticism... | 2 |

ELECTIVES

	HOURS PER WEEK
1. How to Teach Reading	2
2. Pedagogy	2
3. Emerson, or Carlyle	2
4. Milton	3
5. The Novel	3
6. Sociology	4
7. Debate	3
8. Language	4 or 5

Note. The second year work varies greatly, depending upon whether the course taken is General Culture, Platform Artists', or Teachers'. Hence the above outline is intended merely as suggestive of the general plan.

PLATFORM ARTISTS' COURSE

This course is based upon the General Culture course. During the first two years, however, the electives are chosen to emphasize public speaking and reading, and the third year of the course devotes itself almost exclusively to finishing work in the platform arts. The endeavor of this course is to help the reader and the interpreter of literature not only to find himself and his matter, but to be a thoroughly finished platform artist ready for professional work. To the lecturer it would offer training both in the preparation of his message and in the perfecting of his powers in the handling of an audience. This is a three year course for which the Platform Artists' Diploma is offered.

Third Year

First Semester HOURS PER WEEK

- | | |
|--|---|
| 1. Vocal Resonance | 1 |
| 2. Tone Drill and Analysis of Emotions | 2 |

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HOURS PER WEEK

3. Pantomime of the Platform Arts2
4. Impersonations (Theory)1
5. Impersonations (Practice)2
6. Personal Criticism and Private Lessons.....3
7. Philosophy of Expression1
8. Electives4

Second Semester

1. Finishing Work in Voice1
2. Tone Drill and Analysis of Emotions2
3. Browning and the Monologue2
4. Impersonations2
5. Personal Criticism and Private Lessons.....3
6. Philosophy of Expression1
7. Preparation of Final Program2
8. Electives3

Note. Effort is made to adapt the third year courses to individual needs. Wherever the student's work is weak he is given special attention and private help.

BACHELOR OF ORATORY COURSE

In this course is outlined the equivalent of two years of expression work in combination with two years of college work for which the degree of Bachelor of Oratory is offered. This work is best divided and arranged in such a manner that the student has part School of Expression studies and part college studies throughout the four years. The degree, as awarded by Lawrence College, requires seventy-two hours of credit in the department of Liberal Arts and fifty-six hours of credit in the School of Expression. An hour of credit is given for

each hour per week of recitation successfully carried throughout a semester of eighteen weeks.

The purpose of the course is to give the student technical preparation in public speaking and English, looking toward the teaching of such work, or toward platform work either as lecturer or entertainer, and at the same time to retain the general culture values of a college course.

A suggestive group system is given below covering the four years of the course. The secondary emphasis of the course may be thrown toward literature and English, or toward politics and sociology, according to the interest of the student and the career for which he may be preparing.

Freshman Year

Rhetoric 3 hours
 Language 8 hours
 Literature 7 hours
 Public Speaking and
 Expression 14 hours

Sophomore Year

History 6 hours
 Psychology 6 hours
 Literature 3 hours
 Public Speaking and
 Expression ... 14 hours
 Rhetoric 3 hours

Junior Year

Science 8 hours
 Education or Poli-
 tics 6 hours
 Literature 4 hours
 Public Speaking and
 Expression ... 14 hours

Senior Year

Sociology 4 hours
 Religion 6 hours
 Elective 8 hours
 Public Speaking and
 Expression ... 14 hours

TEACHERS' COURSE

The Teachers' Course is a four-year course that has as its end the preparation of teachers of expression, English, literature, and public speaking in high schools

and colleges. It retains the general culture training and requires of the student a minimum of eleven college hours in psychology and methods of teaching. The courses in oratory and debate are required in this course. There must be also the equivalent of twenty-four college hours in the departments of English Language and English Literature in Lawrence College.

The course throughout the four years especially emphasizes methods of teaching literature, English, public speaking, and debate, and furnishes a thorough preparation to the teacher of these branches.

For this course the Teachers' Diploma is offered, and the studies may be so grouped as to win the Bachelor of Oratory degree.

DESCRIPTION OF COURSES

CREATIVE EXPRESSION

In these courses the student is given a view of the most important relationship in public speaking, that of his "message" to the mind of the listener. He is taught how to analyze his subject, how to choose that phase of it which will best accomplish his desired end, how to formulate it according to the laws of the listener's mind, then how to lead his auditor from mere curious attention through interest, comprehension, belief, and desire, to final action. These laws are worked out first in theory, then in oral delivery, and finally in written work.

COURSES

Course 1. Rhetoric and English Composition
Professor Spencer

Course 2. The Laws of Effective Speaking
Professor Garns

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Course 3. Extemporaneous Oratory
Professor Orr

Course 4. Persuasion in Salesmanship
Professor Garns

ENGLISH LITERATURE

A thorough knowledge of the great literature of at least his own language is absolutely essential to the student of expression. To the accomplishment of this end the Lawrence School of expression offers him unusual advantages in a thorough university training in literature.

The courses listed are supplemented by special work in literary interpretation and by the courses in the drama.

COURSES

Course 1. Shakespeare
Professor Corkhill

Course 2. The Short Story
Dean Carter

Course 3. The Novel
Professor Corkhill

Course 4. Lowell, or Tennyson
Professor Corkhill

Course 5. The Romantic Movement
Professor Corkhill

Course 6. Browning, or Emerson
Professor Corkhill

ORATORY AND DEBATE

Courses in oratory and debate are outlined under Public Speaking in the College of Liberal Arts, page 176.

THE DRAMA

The late revival of interest in the literary drama makes a thorough study of the drama, ancient and modern, imperative upon the reader and upon the teacher of literature, as well as upon the aspirant for stage honors. The School offers splendid advantages in this theoretical and literary phase of dramatic work.

In addition to the courses outlined, much time is spent in actual stage training: how to study a play, how to study a character part, and, in detail, much of the art of acting, from the simplest discovery and transition to the revelation of the deepest passions of the soul. From two to five plays are staged each year by the School, including an open air production at commencement time.

COURSES

Course 1. The Development of the Greek Drama
Professor Trever

Course 2. Shakespeare
Professor Orr

Course 3. Element of Impersonation and Acting
Professor Garns

Course 4. Dramatic Work in Plays
Professor Orr

PUBLIC READING AND IMPERSONATION

The purpose of the course in Public Reading is to prepare the student to appreciate and interpret the best in literature, and so to interpret it that it may be a source of real entertainment and profit to an audience. Two classes per week are devoted to this work throughout the whole course. Private drill and criticism supplements the classroom work.

In the classes in impersonation students are trained first in the delineation of single types of character; then they are taught to portray simple scenes in which two or three characters take part. Finally each student is encouraged to choose a play, or to dramatize a novel, and to give this effective presentation.

COURSES

Course 1. Public Reading and Personal Criticism
Professors Garns and Orr

Course 2. Impersonations
Professor Garns

Course 3. Literary Masterpieces
Professor Garns

PSYCHOLOGY AND METHODS OF TEACHING

The methods of the School of Expression are founded upon a definite science,—psychology. This fact makes it imperative that the student have a sufficient knowledge of this science at least to enable him by introspection to study the workings of his own mind and emotional nature.

During the first year, therefore, a brief course is given outlining the fundamentals of psychology and showing its relations to public speaking and reading. The second year the Teachers' and Bachelor of Oratory courses require the college work in General Psychology and Educational Psychology. Following these courses those preparing to teach will take the courses on History of Education and Principles of Teaching.

Course 1. Psychology of Reading
Professor Garns

Course 2. General Psychology
Professor Farley

Course 3. Educational Psychology
Professor Farley

Course 4. How to Teach Reading in the Public
Schools, Professor Garns

Course 5. Principles of Teaching
Professor Rogers

TRAINING OF THE VOICE

The vocal work naturally divides itself into two parts. There is one group of courses in voice training and another in vocal expression. Under group one correct breathing is established, the tone passage is freed from constriction, correct tone production gradually made habitual, and the voice rendered resonant and sensitive to the colorings of emotion.

In the courses of group two attention is directed to the matter to be expressed. By deepening the student's grasp of his subject matter and by stimulating his desire to express, vocal response is secured in correct "speech tunes," pause, stress, and emotional coloring.

COURSES

Course 1. Voice Production
Professor and Mrs. Garns

Course 2. Elements of Speech
Mrs. Retz-Garns

Course 3. Vocal Response to Emotion
Professor Garns

Course 4. Vocal Expression of Simple Ideas
Professor Orr

Course 5. Imagination and Vocal Response
Professor Garns

TRAINING OF THE BODY

The courses that have as their object the training of the body are arranged progressively and should be taken in the order of their development. They first aim to remove all constriction and self-consciousness and to establish physical repose. Next, the endeavor is so to stimulate the desire to express that "expressive action" must result. Under suggestion and criticism this action, crude at first, generally becomes significant pantomime, until little by little all the physical agents of expression are furnished, each with its vocabulary of expressive actions.

These courses, if faithfully followed, will give the student (1) a sense of reposeful power growing out of the harmonious adjustment of mind and body, (2) increasing health and abundant nervous energy, and (3) a good platform presence and effective gesture and action.

COURSES

- Course 1. Physical Culture for Repose and Power
Mrs. Retz-Garns
- Course 2. Expressive Action and Pantomime
Professor Garns
- Course 3. Dramatic Action
Professor Orr

SCHOOL ACTIVITIES

PUBLIC RECITALS

No amount of class drill or of private rehearsal will give one ease and self-possession on the platform. This can come only through actual experience before an audience. Until the student gains some degree of confidence

he is allowed to appear at the semi-public recitals only. Then as he gains in ease and assurance he comes on at the weekly public recitals. Preparation for these recitals is made in the interpretation classes under Professor Garns and in the private lessons under Mrs. Garns and her assistants.

PRIVATE LESSONS

Each student is a new problem. He has difficulties to overcome and faults to correct which are peculiar to himself. Many of these faults find their best correction in the drill classes where the student is not likely to be self-conscious. Other faults, more subtle or more stubborn, must be given individual attention privately.

To this end each student is given two free private lessons every week and such individual help and encouragement as a deep personal interest on the part of the instructors may dictate.

Extra private work may be had at the regular private lesson rates scheduled on another page. See page 203.

DRAMATIC CLUB

The most enthusiastic organization of the School is the Dramatic Club. Practically every student in the department belongs, and every member appears at some time during the year, either in farce, comedy, or Shakespearean production. During the past year the club has staged and given publicly four evenings of comedy and farce, in addition to the more serious work involved in the staging of William Butler Yeats's "The Land of Heart's Desire," Henry J. Byron's "Our Boys," W. D. Campbell's "Sunbonnets," and Shakespeare's "Twelfth Night."

There is the keenest rivalry for places on the casts of the two big plays of the year, the road play and the commencement open-air play, and it is considered a great honor to be a member of one of these casts.

"Our Boys" was the comedy chosen for the Club's vacation tour and was successfully produced at a large number of towns on an itinerary that covered the north-central part of the state.

COST OF INSTRUCTION

The cost of tuition in all other schools of equal rank is \$150 to \$200 for two fifteen-week semesters. Tuition here is for two eighteen-week semesters.

Regular Students

First and second year (sixteen to twenty class hours each week and free private lessons) per semester	\$ 55.00
Whole first year (if paid in advance)	100.00
Gymnasium fee, per semester	1.50
Library fee, per semester	1.00
Two private lessons per week (with all regular courses) free.	
Graduating fee, diploma courses	5.00
Graduating fee, Bachelor of Oratory	10.00

Irregular Students

Any class, per semester hour	4.00
Five or more hours, per semester hour	3.50

Private Lesson Fees

With Professor Garns

Single lesson (thirty minutes)	1.50
Course of ten lessons (in advance)	12.00

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With Professor Orr

Single lessons (thirty minutes).....	1.00
Course of ten lessons (in advance).....	9.00

With Mrs. Garns

Single lessons (thirty minutes).....	1.00
Course of ten lessons (in advance).....	9.00

With Professor Thompson

Single lessons (thirty minutes).....	1.00
Course of ten lessons (in advance).....	9.00

With Miss Simpson

Single lessons (thirty minutes).....	.75
Course of ten lessons (in advance).....	6.00

LAWRENCE CONSERVATORY OF MUSIC

THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., President of the College.

WILLIAM HARPER, Dean and Instructor in Singing.

EDGAR A. BRAZELTON, Director of Piano Department and Instructor in Pianoforte, Harmony, Counterpoint, and Analysis.

ARTHUR H. ARNEKE, A.G.O., Instructor in Organ, Pianoforte and Harmony.

MRS. RUBY CAMPBELL LEDWARD, Instructor in Voice.

CARL J. WATERMAN, Instructor in Singing, Public School Methods, and History of Music.

MRS. EDGAR BRAZELTON, Instructor in Pianoforte.

WINIFRED BRIGHT, Instructor in Pianoforte.

LEA THACKRAY, Instructor in Piano and Elementary Theory.

NINA B. COYE, Instructor in Piano and Elementary History.

BUILDINGS

Peabody Hall. The new recital hall, named after the donor, the late George F. Peabody of Appleton, is a very attractive stone building, containing the offices of the Conservatory, a waiting room, eight studios, and a beautiful recital hall.

Practice Hall. The old Conservatory building has been reserved exclusively for practice studios. Con-

nected with Peabody Hall by a covered passageway, and abundantly large for the demands made upon it, it forms a convenient and valuable addition to the equipment of the Conservatory.

Dormitories. There are five dormitories, all located within convenient distance of Peabody Hall. These are reserved for the young women attending the Conservatory. No pains are spared to maintain in these halls a homelike atmosphere, and to promote those friendships and that social culture which mean so much in the after life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser.

ADVANTAGES

Besides the advantages of a very strong faculty and of adequate buildings, there are many things, both in the Conservatory and in the city of Appleton, which contribute to the progress and enjoyment of the student. Not least is the affiliation with Lawrence College, with its scholastic and social atmosphere, by contact with which the student is broadened in his sympathies and strengthened in his friendships. Appleton itself is a music-loving city and enthusiastically supports high class musical attractions. The Conservatory fosters and maintains various musical activities outside the class-room, some of which are named below.

ARTIST SERIES OF RECITALS

For the year 1911-12 the following artists have been engaged: Mme. Kirby Lunn, Metropolitan Opera Co., New York; George Hamlin, the eminent American tenor; Miss Lucy Marsh, soprano; Mrs. Luella Chilson-Ohrman,

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soprano; Emil Liebling, pianist; Miss Margaret Keyes, contralto.

The following artists have appeared: David Bispham, Ernest Schelling, Flonzaley Quartette (twice), Mary Hissem-deMoss, Sybil Sammis, George Hamlin, Luella Chilson-Ohrman, Georgia Hall, Jeanne Jomelli, Allen Spencer, Louise Burton, Jaffe String Quartette, Woodwind Choir of Thomas Orchestra, Corrine Rider Kelsey, Janet Spencer, Adams Buell, John Barnes Wells.

FACULTY RECITALS

One of the most helpful features of the department is the recitals by the faculty. Every term programs are arranged. The students hear the choicest numbers from classic writers. A small admission fee is charged the general public, but music students receive free tickets.

STUDENTS' RECITALS

During the year the students give their own recitals. Unclassified recitals are given by such as the teachers think are prepared. The spirit of helpfulness and comradeship pervades all the recitals.

CONSERVATORY ENSEMBLE ORGANIZATIONS

No student can claim to have a broad musical education who has not acquired the ability to participate in ensemble work; and yet work of this character is almost entirely neglected in most schools of music in this country. The work of the following ensemble organizations has not been allowed in the least to interfere with or to take the place of the work of private instruction in the Conservatory, but has rather supplemented the latter. Their purpose has been that of serious study rather than of public performance. The musical public of Appleton, however,

bears testimony to the fact that the concerts of these organizations have been among the most popular musical events in Appleton during the past two seasons.

There is no expense whatever connected with membership in the Conservatory ensemble organizations.

CONSERVATORY ORCHESTRA

A conservatory orchestra is maintained and offers the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership.

GLEE CLUB

The Glee Club has for many years been a prominent feature of the college, giving annually a series of concerts in various cities of Wisconsin, besides participating in many local events. Membership is restricted to Conservatory and College students.

CHORAL SOCIETY

The Appleton Choral Society numbers one hundred voices, composed of students and local residents, of which Mr. Edgar A. Brazelton of the School of Music, is director. Its purpose is to give oratorios, cantatas, and part songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of musical notation, and regularity in attendance. Two concerts are given each season.

MUSICAL FESTIVAL

On January 31 and February 1, 1912, will be held the first annual musical festival. The festival will consist of three concerts, two evening and one afternoon. The Ap-

pleton Choral Society consisting of the best available singers, a children's chorus of about four hundred voices, together with the Minneapolis Symphony Orchestra and soloists, form the basis of the festival's working material. The Choral Society will be in charge of Mr. Edgar A. Brazelton; the Children's Chorus will be trained by Miss Mildred Faville, Miss Mabel Richards, and Miss Rubie Williams of the Public School Music Department of the Appleton Schools; while the management and preparation will be in charge of the Dean of the Conservatory.

CHURCH CHOIRS

Students in the Conservatory have opportunities to gain experience in church music in the Methodist (Mr. Waterman, Director) and Congregational (Dean Harper, Director) choirs, both being in charge of the Conservatory.

CONSERVATORY LIBRARY

Students enjoy access, without charge, to the library and reading room of the Conservatory. In this collection there are many valuable books of reference, and, under the heads of biography, histories of music, aesthetics of music, dictionaries, criticism and essays, etc., students will find a number of works for study and reading.

ADMISSION

Students entering the School of Music do so either as regular or as special students. In the former case, they pursue prescribed courses of study and become candidates for a certificate, or a diploma. As special students they pursue such work as they may elect.

College students who wish to study music, but not so

extensively as the musical courses provide, may use music study as electives in their regular course.

Twelve hours credit in music may be offered as elective in the courses leading to the A.B. degree, one-third of which must be in theoretical subjects.

METHODS OF INSTRUCTION

Instruction in instrumental and vocal music is based upon private lessons, not upon the so-called "conservatory" or "class" system. Artistic results are dependent upon a close adaptation to the individual needs of the pupil and cannot be satisfactorily accomplished in classes. No two students have the same mental, physical, or artistic capacity, and their individual capabilities can be neither properly nor fully developed without painstaking, personal attention.

CERTIFICATES AND DEGREES

The Conservatory of Music bears the same relation to Lawrence College that a school of law or medicine bears to a university. The Conservatory has its own dean and faculty of professors, instructors, and assistants. Its four year courses, the conduct of its classes, and its discipline in regard to attendance and examination are all modeled on the practice of the College of Liberal Arts.

The degree of Bachelor of Music is conferred only upon students of exceptional attainments. It is intended that the degree shall be a mark of honor as well as a certification that so many hours of musical work have been satisfactorily completed. The requirements are:

Two years of harmony, counterpoint, and analysis.

One year of musical form.

The completion of the course outlined under Piano-forte.

One year of musical history.

A public performance of virtuoso literature, including a meritorious original composition.

Credits in the College of Liberal Arts equal to one-fourth the number required for the degree of Bachelor of Arts.

Certificates of proficiency are given upon completion of the various courses outlined under the appended courses of study.

COURSES OF STUDY

A. THE PIANOFORTE

There are, among educated people in these days, but few homes in which a piano is not looked upon as an almost indispensable luxury. Here, however, a knowledge of this noble instrument and its almost endless capabilities ceases in the great majority of cases, except in the cultivated circles of large cities, where there is that all-important thing to the music student—musical atmosphere, and, consequently, frequent opportunities of obtaining a due appreciation of the grandeur, beauty, and depth of thought and feeling which lie within a fine concert-grand piano, awaiting but the touch of the master hand to call them into life.

PREPARATORY

Brazelton Technical Exercises.

Beyer Preliminary Method.

Streabbog Op. 63 and 64.

Czerny Selected Studies Bk I. Liebling Edition; or
Loeschhorn Op. 65.

Heller, Op. 45.

Easy Pieces.

INTERMEDIATE

Heller Op. 45, continued.

Czerny Bk. II. and III. Liebling Edition.

Krause Etude Op. 2.

Cramer Bk. I. and II.

Sonata Op. 47 No. 2, Clementi.

Mozart, Easier Sonatas.

Liebling Major and Minor Scales and Arpeggios.

Etudes and Pieces by Standard Composers.

JUNIOR

Czerny Op. 299 or 740 and Forty Daily Exercises.

Bach Inventions, Two and Three Voices.

Bach English Suites.

Foote, Etudes Op. 27.

Mozart Sonatas.

Chopin.

Liebling Complete Scales, Chords, and Arpeggios.

Compositions from Ancient and Modern Composers.

Note. The foregoing course of study, including three terms of Harmony and Ear Training, three terms of Musical History, and two terms of Teachers' Training, are the requirements for the Normal Course.

SENIOR (DIPLOMA)

Clementi Gradus.

Bach Well-Tempered Clavichord Bk. I.

Beethoven Sonatas.

Seeling Etudes.

Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others.

Second Year Harmony, Analysis and Counter-Point.

SENIOR (DEGREE COURSE)

Moszkowski School of Virtuosity.

Bach Well-Tempered Clavichord Bk. II.

Beethoven Sonatas.

Musical Form and Analysis.

Compositions and Concertos by Chopin, Weber, Shumann, Rubinstien, Handel, Liszt, Grieg, and others.

B. VOICE

Singing is an emotional art; but the mechanics of any art must be well understood and made so habitually perfect as to take little or none of the artist's attention while he freely expresses his thoughts and emotions. The singer who cannot control his singing muscles so as to bring out the best tone of his voice, makes a poor showing, no matter how much temperament he may possess.

PREPARATORY COURSE

Breathing exercises.

Relaxing of muscles of throat and chin.

Vocalises on the vowels.

Plain scale and arpeggios.

Sieber exercises.

To Mary	White
Husheen	Needham
An Orchard Cradle Song.....	Denza
Oh That We Two Were Maying.....	Nevin
Good-Bye, Summer	Lynes
A Bowl of Roses.....	Clarke
The Birds go North.....	Willeby
Three Roses Red.....	Norris
Gay Days	Johnson

INTERMEDIATE COURSE

Advanced exercises.

Staccato exercises.

Vaccai.

Love's Philosophy	Huhn
Bend Low, O Dusky Night.....	Kroeger
Come to the Garden Love.....	Salter
An Open Secret.....	Woodman
Recompense	Hammond
Love Has Wings	Rogers
Morning Hymn	Henschel
Thou'rt Like Unto a Flower.....	Liszt
Thine Eyes so Blue	Lassen

JUNIOR COURSE

Exercises on flexibility and trill.

Developing of sustained tone.

Marchesi and Bordogni.

Songs my Mother Taught Me.....	Dvorak
Ah! Love but a Day	Beach
Elegie	Massenet
Flower Rain	Schneider
Hark, Hark, the Lark	Schneider
Who is Sylvia.....	Schubert
Sapphic Ode	Brahms
I Know a Hill.....	Whelpley
The Nightingale Has a Lyre of Gold	Whelpley
The Danza	Charwick
The Swing	Lehman
Damon	Stange

SENIOR COURSE

Continued exercises on flexibility and perfecting of trill.

Murmuring Zephyrs

Jensen

To Sevilla	Dessauer
Summer Fields	Brahms
Song of the Tiger.....	Masse
Four American Indian Songs.....	Cadman
The Swallows	Dell 'Acqua
The Asra.....	Rubinstein
Rejoice greatly (Messiah).....	Handel
Come unto Him (Messiah).....	Handel
Thy Rebuke hath broken his Heart (Messiah)...	Handel
Thus saith the Lord (Messiah).....	Handel
It Is Enough (Elijah).....	Mendelssohn
If with all your Hearts (Elijah).....	Mendelssohn
Hear ye Israel (Elijah).....	Mendelssohn
Be thou faithful (St. Paul).....	Mendelssohn
He was despised (Messiah).....	Handel
Prayer (Tosca)	Puccini
O my Heart is weary (Nadashda).....	Thomas

C. VIOLIN

In spite of the difficulty of the violin and the special aptitude usually considered necessary for its successful study, it has been shown that pupils with average ability may learn to play exceedingly well.

PREPARATORY COURSE

Preliminary training in holding violin and bow, tone production, notation, Sevcik, School of Violin, Op. 6.

INTERMEDIATE COURSE

Sevcik Violin School, Op. 6, Nos 1 to 7, Meerts Elementary Studies, Gymnastics by Leonard, Studies by Kayser, Mazas, Schradiek, etc. Soli with piano, accompaniment by Dancla, Sitt Jacoby, De Beriot, and others.

JUNIOR—TEACHERS' CERTIFICATE

Studies by Kreutzer, Rode, Dont, Meerts, Schradiek.
Sonatas by Tartini, Nardini, Handel, Haydn, and others.
Concertos by Viotti, Rode, De Beriot.

SENIOR—ARTIST COURSE

Caprices by Paganini; Sonatas by Bach; Soli by Wieniawski, Sarasate, and others. Concertos and miscellaneous composition by Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Grieg, and others.

D. ORGAN

A certain facility at the piano is necessary before the study of the organ can be taken up successfully. The course includes:

PREPARATORY

Elementary Pedal Studies, G. Lemmen; Loret, Stainer, and Clemens *Elementary Manual Technic*; Trios, Easy Compositions; G. Lemaigre, Smart, Merkel and Guilmant.

INTERMEDIATE

Carl Master Studies.

Hymn Tune Playing.

Nilson Pedal Studies.

Compositions by Rheinberger, Dubois, and Shelley.

JUNIOR

Carl Master Studies.

Studies in registration.

Nilson Pedal Studies.

Bach Preludes and Fugues.

Easier Sonatas of Guilmant, Mendelssohn, Merkel, and Rheinberger.

SENIOR

Carl Master Studies.

Nilson Pedal Studies.

Bach Preludes and Fugues.

Sonatas by Mendelssohn, Guilman, Merkel and Rheinberger.

E. THEORETICAL COURSE

JUNIOR YEAR

Fall Term

Harmony

Scales—Major and Minor.

Intervals and Chords.

Principal Triads of the Major Scale.

Principal Triads of the Minor Scale.

Chord of the Sixth.

Chord of the Sixth and Fourth.

Chord of the Dominant Seventh with its inversions.

Secondary Triads with their inversions.

Ear Training.

Winter Term

Dispersed Harmony.

Chord of the Dominant Ninth in Major.

Chord in the Dominant Ninth in Minor.

Chord of the Seventh on the Leading Tone.

Chord of the Diminished Seventh.

Modulation to closely related keys.

Analysis of Hymns.

Original Four-part Writing.

Ear Training.

Spring Term

Modulation continued.

Secondary Seventh Chords in Major and Minor with their inversions.

Chorale and Chant.
Chromatic Passing Tones.
Original Writing and Analysis.
Mixed Chords.
Ear Training.

SENIOR YEAR

Fall Term

Mixed Chords continued.
Enharmonic Changes.
Irregular Resolutions of the Dominant Seventh Chord.
Modulation to Remote Keys.
Non-harmonic Tones.
Suspensions, Retardation, Appoggiatura, Anticipation.
Passing Tone and Embellishment.
Accented and Double Passing Tones.
Obligato Melody.
Organ Point.
Inverted Pedal.
Melodic Figuration.
Harmonization of Florid Melodies.
Accompaniments.
Chromatic Scale Harmonized.
Figured Chorale.
Original Writing.
Ear Training and Dictation.

Winter Term

Analysis and Counterpoint

Analysis of Mendelssohn's *Songs Without Words*,
Mozart's and Beethoven's Sonatas, and other Classical
and Modern Compositions.

Counterpoint in Two Parts.

First Species.

Counterpoint in Two Parts.

Second Species.

Ear Training and Dictation.

Spring Term

Analysis continued.

Canon and Fugue.

Counterpoint continued in Two and Three Parts.

First, Second, Third, and Fourth Species.

Ear Training and Dictation.

F. GRADUATE

COURSE LEADING TO B.M. DEGREE

Fall Term

Counterpoint continued.

Musical Form.

Metre and Rhythm.

Section and Phrase.

The Period in all its Forms.

Small Primary Forms.

Phrases and Periods.

Licenses of Construction.

Extension, Abbreviation, Coincidence, Overlapping
and Irregular Groupings.

Licenses and Modulation.

The Motive and its Development.

Winter Term

Counterpoint continued.

Musical Form continued.

Composite Primary Forms.

Theme with Variations.

Dance Forms.

The Lower Rondo Forms.

Song Forms.

The Sonata Form.

Spring Term

Musical Form.

The Higher Rondo Forms.

The Composite Large Sonata.

Other Instrumental Forms.

The Strophe.

G. PUBLIC SCHOOL MUSIC METHODS

The purpose of this course is to train men and women to supervise and teach music in public schools. The entrance requirements are a practical knowledge of the rudiments of music and the ability to read at sight the music used in the elementary grades of the public schools. To complete in one year, the course requires diligent study, regular practice, and marked ability for teaching. As the systems of instruction differ, students become familiar with such systems as the Modern (Silver Burdett), The Eleanor Smith (American Book Co.), and the Educational (Ginn and Co.) A high school education or its equivalent is necessary to secure a desirable position. All students are urged to take drawing. The College offers courses in drawing at moderate rates. The classes prepare students to teach drawing in the public schools.

Fall Term

Lectures and practical work. Purpose of public school music. Correct position of body. Breathing. Care and

training of child voice. What to do with monotones. Simple ear training and dictation exercises. The objective study of tone. Written work. The aim of this work is to familiarize the student with the tones of the scale and their quality. Suggested lessons for school-room work. The major scale—manner of presentation. Tonic sol fa hand signs. Interval drill. The development of the sense of rhythm in children. How to teach the problems of rhythm. How to unite time and tone. Devices. Beating time. Rote singing. Staff represented in its simplest manner. Scale names, pitch names, and syllable names. Notation and terminology. Use of pitch pipe. Directions for daily use. How to secure individual proficiency. Plan of study in exercises and songs. Sight reading. Study of material and methods of presentation from first to fourth grades inclusive. Song interpretation.

Winter Term

Lectures on pedagogy of music. Directions for daily use. Vocalization. Classification of voices. Part singing. Principles of sight singing. Advanced work in ear training and dictation with individual class-room tests. Written work. Visualization. Tone thinking. Interval drill. How to teach chromatics, problems of rhythm, bass cleff, triads modulation, minor scales. Notation and terminology. Importance of individual work. Value of song singing as a basis for future study. Use of baton. Directing. Practice teaching. Suggestions in presentation. How to assign and conduct a lesson. Song interpretation—enunciation, phrasing, expression, style. Study of material and method of presentation from fifth to eighth grades inclusive.

Spring Term

(1) High school chorus. Organization. Classification of voices. Seating of chorus. Management of chorus. How to awaken interest. Discipline. Results. Directing. Examination of high school material.

(2) Theoretical work in the high school. A high school course in music aside from chorus singing will be outlined.

PSYCHOLOGY AND PEDAGOGY

A study of the relation of psychology and pedagogy to musical education. Text-books: *Psychology*, Angell; *Practical Education*, Bryant; *Education through Music*, Farnsworth.

COURSE IN SIGHT READING: VOCAL

Drill in scale and interval singing. Time sub-divisions. Ear training, dictation, and part singing. Students not taking the course in Public School Music may take this course. The pupils of this department will receive instruction that will enable them to read music at sight, alone or in part, without the aid of an instrument.

HARMONY

A thorough course in Harmony, covering three terms, is required of all students in this department.

MUSICAL HISTORY

A general study of musical events of the earliest times to the present is made. Text-book: Hamilton's *Outlines of Musical History*. Collateral readings and essays on musical topics. This course requires one year.

PIANOFORTE AND SINGING

Every music supervisor should be able at least to play simple accompaniments and to follow an instrumental score in conducting. One of the important phases of our work is the care of the child voice; therefore it is important that the music supervisor have a well placed voice and a tone quality worthy of imitation by children under his instruction. The importance of the above cannot be too strongly emphasized.

H. NORMAL COURSE

The course is definitely outlined, showing what material to use and how to present it. It is given in the junior year, which makes it especially valuable to pupils who find it necessary to make teaching a source of income before continuing the more advanced studies.

The work may be briefly outlined as follows:

The correct position of the hand.

How to develop weak muscles.

Individual finger action.

Direct stroke.

Combined finger action.

Training of the thumb.

Wrist staccato.

Combined movements of the arm, wrist, and fingers.

Individual needs of pupils.

Graded technical studies.

Graded studies in phrasing.

Supplementary etudes.

Pieces to be given in each grade.

Practice in teaching children before the class.

The student who has fulfilled the requirements of the junior year in Technic, Harmony, History, and Teachers' Training in the Lawrence Conservatory of Music will have no occasion for complaining of being "in the dark." The course is practical and definite, and is meeting a popular demand.

TERMS OF TUITION

The Conservatory does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond convention—that, for the grade of instruction offered, the Conservatory rates are positively the lowest to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged rank at the top of their profession. The intermediate teachers are musicians of high standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

For further information, address

WILLIAM HARPER, Dean,
Appleton, Wisconsin.

SCHOOL OF ART

FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., President of the College.

OTHO PEARRE FAIRFIELD, A.M., Director; Professor of Art History and Social Aesthetics.

ELSIE BUCK BOTTENSEK, Instructor in Oil Painting and China Decoration.

AIMEE BAKER, Instructor in Drawing and Applied Design.

ELIZABETH CATLIN, Instructor in Water Color and Figure Drawing.

CLARA H. FAIRFIELD, Instructor in Pottery and Decorative Design.

PURPOSES AND ADVANTAGES

The School of Art is an integral part of Lawrence College and was organized for the purpose of widening the opportunities of students in the various departments. While it still performs this function, it is now equipped to minister to larger demands and to meet all immediate needs of those who would specialize in art. The enlarged faculty, the specialized and individual instruction in small classes, a more definite articulation of the departments of study, suggest some of the lines in which advance is being made over previous years. In addition, students of art will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine college

instruction in various related departments with the regular work in art, and to receive a limited amount of college credit,—an advantage offered by few schools anywhere. Living expenses are also considerably less than in a large city, and the probability of turning knowledge into dollars through public school work more, because of the close connection of college and public school.

ADMISSION

Students are accepted at any time, but they will find it decidedly to their advantage, both in instruction and expense, to be present on the date named in the beginning of this catalogue as the opening of the first semester. No requirement is made regarding the student's general education except that no student may receive a certificate or diploma who has not had the equivalent of a high school education.

Students in attendance upon any department of the college will not be permitted to take lessons in art from teachers not regularly employed in this department.

CREDITS AND DIPLOMAS

To those who satisfactorily complete the general course of one year a certificate of proficiency is granted. A diploma will be conferred upon those who spend a second year in special study in one or more of the departments named for second year work. Students who do not desire a certificate may enter any classes for which their previous training fits them. Students in the College of Liberal Arts may offer for the bachelor's degree eight hours of studio work and any or all of the courses named under Art History and Social Aesthetics. Conservatory stu-

dents may offer fifteen hours of art work toward the degree of Bachelor of Music.

TUITION FEES

General Course, twelve and one half hours per week
throughout the semester.....\$30.00
Special Courses, second year, five hours per week, each
semester 18.00
Art History and Social Aesthetics, per hour, each semester 2.00
Partial work in first year studies may be taken at the rate of
\$3.00 per semester hour (one hour each week throughout the
semester). Students will furnish their own materials. All fees
must be paid at the College office.

COURSES OF STUDY

The studies have been arranged on the same general theory as in the College of Liberal Arts,—that certain studies should be required of all, both for all-round development and for the purpose of revealing to the student his particular aptitudes and fitness for special lines of work. For this reason a general course has been outlined, which is thought profitable, whether one is preparing to teach art in the public schools or to practice it as a profession. The completion of this first year will enable the student to “find himself”, will show wherein he is weak and in what line he may expect to succeed, and at the same time give him adequate preparation for the successful pursuit of the department of his choice.

The second year is wholly elective. The student will here consult only his special aptitudes and the plans he may have made for the future. He may spend all his time upon one department or many, but he is advised to specialize, both for the financial gain and for artistic values. The instruction will be highly individual except in the courses in Art History where class instruction will

be the rule. Instead of receiving one or two criticisms a week, the student will be constantly under the eye of the teacher and can not fail to make very rapid progress.

GENERAL COURSE—FIRST YEAR

I. *First Semester.*

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half days.
- b. Figure drawing in charcoal and pencil. One half day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching; illustration. One half day.
- d. History of Art. General outline; the great masterpieces, their composition and significance. One half day.

II. *Second Semester*

- a. Figure drawing continued. One half day.
- b. Illustration. One half day.
- c. Design. Theory of pure design; application to clay modeling; leather and metal work; weaving; book covers; construction work for public school use. Three half days.
- d. Public school methods. Required of those expecting to teach. One half day.

SPECIAL COURSES—SECOND YEAR

1. Mechanical Drawing and Architectural Design. Miss Baker.
2. Decorative Design. Mrs. Catlin, Mrs. Fairfield.
3. China Decoration. Mrs. Bottensek.
4. Pottery. Mrs. Fairfield.
5. Leather and Metal Work. Miss Baker.

SCHOOL OF ART

6. Illustration. Mrs. Bottensek, Mrs. Catlin.
7. Portrait and Landscape in Oil. Mrs. Bottensek, Miss Baker.
8. Art History and Social Aesthetics. Professor Fairfield.
 - a. Ancient Art and Culture. Three hours.
 - b. Roman and Medieval Art. Three hours.
 - c. The Italian Renaissance. Three hours.
 - d. The Northern Renaissance. Three hours.
 - e. Nineteenth Century European Art. Two hours.
 - f. American Art. Two hours.
 - g. Social Aesthetics. Two hours.
 - h. Studies in Appreciation. One hour.

For a description of the courses in Art History and Social Aesthetics, see page 116 of this catalogue.

STUDENTS

GRADUATE

Ames, Katheryn Latin.	Markesan
Babbitt, Edith Campbell Economics and Language.	Beloit
Barnes, Robert Latin.	Menasha
Belscamper, Amine English and History.	Madison
Bomier, Cora History and English.	Appleton
Bounds, Florence Latin and German.	Appleton
Durnford, H. Mignonia English and Sociology.	Salt Lake City, Utah
Edwards, Doris English.	Fond du Lac
Fry, George W. Economics and Sociology.	Oklahoma City, Olka.
Harwood, Ann English and History.	Appleton
Knutzen, Lorenz Economics and Hebrew.	Mayville
Medd, Bessie M. History and Literature.	Appleton
McInnes, George K. Sociology.	Edgerton
Pedley, Frank C. Latin and Greek.	Missouri Valley, Ia.
Plantz, Elsie English and History.	Appleton
Schaal, Oscar History and Sociology.	Gillett
Souther, Genevieve Latin and German.	Mauston
Souther, Nathalie Chemistry.	Mauston

STUDENTS

Trever, Erna	Washington
Latin and Greek.	
Triggs, A. W.	East Troy
History.	
Willett, Arthur D.	Kimberly
Literature and History.	
Witherbee, Lillie G.	Galesville
German.	

Senior Class

Allen, Chester H.	Appleton
Bailey, Margaret Geraldine	Appleton
Bailey, Reuben Jay	Appleton
Banta, Eleanor Lee	Menasha
Bennison, Floyd Williams	Janesville
Bray, Mark Wilder	Appleton
Cornillie, Marie Grace	Milwaukee
Crawford, Fannie M.	Appleton
Culver, Vida Carol	Appleton
Dilling, Henry Raymond	Fond du Lac
Easterling, Aldis Byron	Kokomo, Ind.
Ewers, Robert F.	Milwaukee
Foster, Leighton, George	Brodhead
Fredericksen, Julia Amanda	Racine
Gericke, Edna Mabel	Lake Mills
Goetsch, Edith Verne	Juneau
Hackworthy, Georgina	Appleton
Hahn, Erna	Jefferson
Hall, Evelyn Blanche	Appleton
Hampel, Edith	Appleton
Hanson, Josephine Helena	Mondovi
Harker, Jennie Jeffery	Shullsburg
Harness, Robert Walter	Neenah
Heiden, Harry Hartway	Sheboygan
Hitchcock, Eleanor Mary	Edgerton
Humphrey, Georgia	Pittsburgh, Pa.
Isely, Chris Robert	Monroe
Isely, Edith Mae	Monroe
Ivey, Paul Wesley	Grayling, Mich.
Jewell, Lulu May	Mineral Point

LAWRENCE COLLEGE

Johnson, Irene Nina	Wausau
Karnopp, Ella Amanda	Almond
Kelley, Lila Alexander	Appleton
Kendall, John Truman	Appleton
Koch, Verona Clara	Appleton
Koehn, George Llewelyn	Sheboygan
Lembcke, Walter A.	Appleton
Lindsley, Laura Aurelia	Appleton
Manley, Elzo Ray	Hortonville
Marks, Harriet Jeanette	Lancaster
Mommsen, Adolph Christian	Rice Lake
McNiesh, Welcome Hervon	Appleton
Peebles, Harold Grunert	Appleton
Plank, Clarence Cone	Plainfield
Rath, William David	Almond
Roberts, Chester Joseph	Birnamwood
Shelly, Charles Manley	Appleton
Small, Harry William	Manitowoc
Sutcliffe, Grace Wade	Endeavor
Taylor, Jane Elizabeth	Pipestone, Minn.
Thomas, Ethel Mary	Appleton
Vance, Jesse George	Chippewa Falls
Vaughn, Wilbur Lewis	Winslow, Ill.
Wilson, Winifred Willard	Oshkosh
Zilisch, Hubert Emil	Juneau

Junior Class

Andrews, Gladys Mae	Green Bay
Austin, George Marden	Janesville
Bergstrom, Diedrich Waldemar	Neenah
Bolton, Raymond L.	Tomah
Boyce, Edith Ruth	Wausau
Brayton, Helen Louise	Appleton
Brigham, Henrietta Harrison	Wausau
Brokaw, Norman Edmond	Appleton
Bushey, Lucile	Appleton
Bussard, Alita Lois	Kaukauna
Cadman, Bernice Margaret	Appleton
Clark, Ethel	Galesville

STUDENTS

Cooke, Sarah Adeline	Kaukauna
Crossfield, Jessie Myrtle	Fort Atkinson
Darling, Gracia Jo	Manawa
De Swarte, Ruth	Wauwatosa
Dickinson, Kenneth Scott	Appleton
Dickinson, Philetus Sawyer	Appleton
Faville, Ellen Elizabeth	Appleton
Fisher, Bernice L.	Fond du Lac
Flood, Charles Eaton	Pepin
Fries, Albert John	Merrill
Gilbertson, Leslie Clifford	Galesville
Hall, Marjorie T.	Fond du Lac
Harriman, Eleanor May	Appleton
Hill, Mabel Ursula	Green Bay
Hinderman, Eugene F.	Marinette
Hughes, Edna Belle	Randolph
Jackson, Everett George	Cuba
Jacoby, Julia Elizabeth	Appleton
James, Harry I.	Gloucestershire, England
Kitto, Myrtice Gray	Dollar Bay, Mich.
Klumb, Ella Anna	Appleton
Kunde, George C.	Almond
Kunkel, A. Laura	Fond du Lac
Larson, Peter Ditmar	Green Bay
Lawrence, Clyde H.	Sturgeon Bay
Lieberman, Daisy A.	Fort Atkinson
Lowe, Willard Irvin	Petersburg
Marcy, Merrill Lawrence	Fairchild
Mates, Mabel May	Belmont
McDowell, Donald C.	Soldiers Grove
McGowan, Milton W.	Algoma
McKinney, Loren C.	Appleton
McNaughton, Helen Mary	Appleton
Nelson, Leila	Manitowoc
Pardee, Grace	Appleton
Pendell, Lora	Randolph
Pond, Alta Mae	Wausau
Potter, Mary Athena	Manitowoc

LAWRENCE COLLEGE

Rasey, Lee Cassius
Saecker, Enid Marguerite
Schanen, Hannah Pauline
Schlafer, Barbara
Shaver, Erwin Leander
Sias, Benjamin Charles
Simester, Maud
Thomas, Florence Elizabeth
Tippet, Ralph W.
Waterhouse, Clifford C.
White, Richard Joseph
Whitehouse, Herbert
Wilcox, Charles, Clinton
Wiley, Jean Ballentyne
Williams, Bessie A.
Woodworth, Spencer Wyndham
Wright, Alice Maud

Marion
Appleton
Milwaukee
Appleton
Eau Claire
Sparta
Markesan
Appleton
Appleton
Weyauwega
Algoma
Markesan
Calumet, Mich.
Chicago, Ill.
Rib Lake
Cataract
Superior

Sophomore Class

Aeschlimann, Edward J.
Amundson, Paul
Anderson, Henry Lawrence
Ando, Ikutaro
Armstrong, Lester Elmer
Bakken, Berub Olan J.
Barnett, Idah Marie
Bauman, Rexford
Beamsley, Charles Judson
Becker, Amy Gertrude
Beitler, Lewis Gladys
Bishop, Bertha Gertrude
Blackman, Roger C.
Blount, Floy J.
Boon, Henry
Boyce, Willard Curtis
Boyles, Leslie LeRoy
Brooks, James Emmett
Bystrom, Clarence L.

Appleton
Black River Falls
Marinette
Kagawaken, Japan
Antigo
Trondhjem, Norway
Neenah
Shiocton
Delavan
Pawhuska, Okla.
Bloomington
Mineral Point
West Bend
Appleton
Appleton
Wausau
Waupaca
Omro
Ishpeming, Mich.

STUDENTS

Cade, Xena Elizabeth
Calkins, Lottie Elizabeth
Cass, Vera Cobb
Caves, Reginald
Cheney, Monona Lucile
Claridge, May
Colvin, Eugene Spaulding
Craig, Etta Jean
Daniels, Kathryne Eleanor
Davis, Leah Adelle
Devlin, Lillian
Dixon, Jennie Isabelle
Ford, Willard Stanley
Fowler, Dudley O.
Gentzen, Harold John
Gillespie, Pauline Lucile
Green, William Carl
Griswold, Jay Brown
Grubb, Elwyn Earl
Halderson, Ray
Hard, Irma M.
Harper, Emma Christena
Harris, Mary Catherine
Hooper, Walter George
Humphrey, Helen
Jenkin, Thomas Vincent
Johnson, Willard B.
Johnston, Alden M.
Johnston, Frances
Keefe, Clarence
Krueger, Raymond Carl
La Gasse, Isaac
Learned, Arthur H.
Martin, Ella May
Meigs, Hazel Eleanor
Mielke, Ruth Ida
Mielke, Sarah Julia
Miller, Catherine Elizabeth

Viroqua.
Emerald
Viroqua
Hancock
Barron
Reedsburg
Appleton
Victoria, Mich.
Randolph
Appleton
Appleton
Brandon
Pepin
Humbird
Beaver Dam
Appleton
Green Bay
Milwaukee
Weyauwega
Trempealeau
Milwaukee
North Bend
Mineral Point
Palmyra
Pittsburgh, Pa.
Appleton
Luverne, Minn.
Appleton
Waupun
Appleton
Brillion
Womble, Ark.
Markesan
Milwaukee
Fox Lake
Shawano
Shawano
Cumberland

LAWRENCE COLLEGE

Miller, Gladys E.	Blue River
Misdall, Hugh Alexander	Appleton
Morse, Bertha May	Tomahawk
McKinney, Paul J.	Appleton
Nash, Harry B.	Crewe, England
Nauman, Frances	Eau Claire
Neevel, Harold W.	Waupun
Nixon, George C.	La Farge
North, Theodore M.	Edgerton
Oosterhous, Ora	Plymouth
Peck, Josephine	Chicago, Ill.
Plantz, Florence Ethel	Appleton
Poppe, Matilda	Appleton
Pors, Charles M.	Marshfield
Powell, Edna Margaret	Barron
Preston, Ornie	Antigo
Radford, Charles Frederick	Hermansville, Mich.
Reynolds, George Everett	Janesville
Richardson, Pearl	Sparta
Ross, Florence	Appleton
Rowell, Ellen E.	Appleton
Russell, George Ernest	Cambridge, Mass.
Russell, Lawrence Lloyd	Tomahawk
Saiberlich, Erwin Walter	Appleton
Sampson, Wylie C.	Wausau
Saunderson, G. Clare	Milwaukee
Scandling, Orville Bennett	Iron Mountain, Mich
Scott, C. Beecher	Colfax
Slagg, Charles Merwyn	Cambridge
Smith, Dean Earl	Lake Mills
Smith, Howard Lowell	Oshkosh
Smith, Jessie Lee	Appleton
Smith, Moses	Sparta
Smith, William Watkins	Sleepy Eye, Minn.
Snyder, Marie Margaret	Escanaba, Mich.
Sorenson, Raymond	Appleton
Spear, Maud L.	Appleton
Spencer, Lorraine Culver	Appleton

STUDENTS

Spratt, Walter	Sheboygan
Stanchfield, Mabel Gertrude	Fond du Lac
Stevenson, Marjorie Darling	Aurora, Ontario, Canada
Stimson, Paul Reeve	Appleton
Stoppenbach, Margaret	Boise, Idaho
Sundet, Margaret	Chippewa Falls
Thurber, Francis	Ellsworth
Tichenor, Lauren E.	Waupun
Tippet, James Earl	Appleton
Underwood, Lucy Annis	Montello
Uplegger, Alfred Martin J.	Appleton
Vanderhei, Eugene Even	Mott, N. Dak.
Van Ostrand, A. Mortimer	Antigo
Velte, Wallace L.	Poysippi
Warnock, Anna Winifred	Necedah
Waste, Florence	Antigo
White, Rachel Effie	Rhineland
Willard, Harold Gerrish	New London
Williams, Stewart Samuel	Janesville
Wilson Robert James	Melstone, Mont.
Winger, Della	Grand Rapids
Winner, Paul Chester	Black River Falls
Witthuhn, Irwin R.	Appleton
Wolfe, Leigh Salmon	Gladstone, Mich.
Woodhouse, Lucile	Bloomington
Woodworth, Milton P.	Appleton

Freshman Class

Abrahamson, Elmer Julius	Sparta
Andreasen, Valdemar	Copenhagen
Andrews, Clella Grace	Withee
Arhelger, Louis	Appleton
Arndt, Fred M.	Barron
Austin, Ira David	Janesville
Baker, Irwin	Mattoon
Ballard, Rena	Appleton
Barnes, Edward Talcott	Appleton
Baumgarten, Irma Wilma	Neenah
Beach, Kathryn Florence	Whitehall

Benyas, Hannah
 Berg, William H.
 Berger, Estelle May
 Boase, Milton Samuel
 Bohrnstedt, Leo
 Bouchard, George Adelbert
 Bowden, John Thomas
 Braun, Alma Martha
 Bruce, William Robert
 Candlish, Robert H.
 Carncross, Vesta
 Chapman, Jesse
 Cheney, Russell S.
 Churchill, Flora A.
 Clark, Vaughn
 Clausen, Malvina C.
 Cooke, William Henry
 Coumbe, S. Camilla
 Cramer, Raymond Bert
 Crum, Harry
 Crump, Gladys Mary
 Davidson, Jean
 Davis, Olive Isabel
 Dawson, Grace G.
 Delmore, James Edwin
 Denis, Arthur Stewart
 Dickinson, George Fred
 Duket, Leslie Milton
 Ebbott, Florence
 Eck, Walter Christian
 Eggleston, George
 Engdahl, Gustaf Henrick
 Ellingson, Robert Parcher
 Erb, Irma Cassandra
 Evans, Arthur
 Ewers, Clyde M.
 Exley, Nora Sarah
 Fell, Florence Emily
 Ferguson, Ruth Margaret

Appleton
 Grand Rapids
 Wausau
 Ishpeming, Mich.
 Trempealeau
 Munising, Mich.
 Negaunee, Mich.
 Merrill
 Appleton
 Fond du Lac
 Eau Claire
 Tunnel City
 Barron
 Libertyville, Ill.
 Ontario
 Neenah
 Kaukauna
 Blue River
 Whitesville, N. Y.
 Mineral Point
 Lake Mills
 Hubbell, Mich.
 Appleton
 Appleton
 Marshfield
 Green Bay
 Tomahawk
 Marinette
 Fort Atkinson
 Marinette
 Dallas
 Escanaba, Mich.
 Hawkins
 Appleton
 Ridgeway
 Sparta
 Menasha
 Mayville
 De Pere

STUDENTS

Fisk, Elsie Irene	Green Bay
Flood, Olof	Galesville
Forsythe, Agnes Marion	Stevens Point
Frankel, Freda Monica	Eagle River
Frawley, Ethel Marie	Chilton
Freeman, Angeline Smith	Appleton
Gay, Henry F.	Westboro
Glassner, Joseph	Milwaukee
Glassner, William	Milwaukee
Goble, Lela Annette	Lancaster
Greene, Vernon Walter	Sheboygan
Gregory, Dorothy M.	Hancock, Mich.
Griswold, Leslie	Sheboygan
Hagberg, Ray Couven	Glenwood
Hagerty, Mildred May	Green Bay
Hall, Marie	Fond du Lac
Hall, Russell Carhart	Fond du Lac
Hansen, Alice M.	Neenah
Haugen, Karl M.	Menomonie
Heffernen, Raymond	Green Bay
Hills, Katherine Aura	Waupun
Hocking, Bert W.	Rockford
Hodgson, Herbert E.	Iron Mountain, Mich.
Hogg, Frances Marguerite	Melrose
Hoier, Elsie	Hortonville
Hompe, J. Byron	Deer Creek, Minn.
Hooley, Henry Kent	Milwaukee
Hooper, George Henry	Iron Mountain, Mich.
Hornibrook, Edith Helen	Marinette
Hoseley, Rex	Boise, Idaho
Hunt, Donald James	Greenwood
Hunt, Marion Joscelyn	Greenwood
Ingraham, Ruth Bailey	Wausau
Jackson, Joseph Walter	Monroe
Jacobson, Ollie	Oconomowoc
Jennings, William Arthur	Essex, England
Jewett, Clarence Gardner	Plymouth
Johns, Donna Hazel	Tonopah, Nevada
Johnson, Arnold Bernard	Sheboygan

LAWRENCE COLLEGE

Johnson, Estella	Gladstone, Mich.
Johnson, Raymond Goldthorp	Waukau
Johnson, Walter V.	Weyauwega
Julius, Leonard Henry	Neenah
Jung, Lillian O.	Green Bay
Kelley, Ruth	Marshall
Kellman, Anna Dean	Galesville
Kellman, Vilas Alfred	Galesville
Kellner, Lewis	Manitowoc
Ketchpaw, Hazel	Janesville
Killen, Margaret	Appleton
Kirby, Marguerite	Winnetka, Ill.
Kreutzer, Irma	Appleton
Lake, Ruby	Oshkosh
Lange, Duane	Eau Claire
Latimer, Rachel	Portage
Lindley, Kingston Harvey	Chippewa Falls
Lindsay, Margaret Isabella	Manawa
Luethi, William Alexander	Lake Mills
Macklin, Nina M.	Stevens Point
Marcy, Lucile	Fairchild
Millard, Albert D.	New London
Mitchell, Ann L.	Kaukauna
Mix, Chase Frederick	Crookston, Minn.
Murray, Margaret	Norway, Mich.
MacKenzie, Ethel	Hancock, Mich.
McCleneghan, Fred Logan	Rockford, Ill.
McGonegal, Charles Edgar	Sparta
McIntire, Lawell A.	Sheboygan
McKay, Doris	Marinette
McNutt, Lila	Hortonville
Nigh, Lewis Grant	Barton
North, Jessica Nelson	Edgerton
North, John Herschel	Edgerton
Oberdorfer, Jessie Mae	Stevenson, Mich.
Oberg, Elsie Marie	Appleton
O'Brien, Stella Ruth	Iron River, Mich.
Oien, Gerhard S.	Battle Lake, Minn.
Olfsen, Margaret Jean	Waupaca

STUDENTS

Orr, Evelyn	Colville, Wash.
Ostergren, Frances Havegal	St. Paul, Minn.
Otto, Olive Katherine	Appleton
Owens, Gwendolyn	Oshkosh
Owens, Jay Clyde	Dodgeville
Payne, Margaret Grace	Blaine, Wash.
Perry, Fern Ella	Waldo
Peterik, Louis Wenzle	Manitowoc
Phelps, James Henry, Jr.	Rockford, Ill.
Phillips, Floyd T.	Green Bay
Pierce, Dorothy	Elkhorn
Pond, Virginia Gertrude	Wausau
Porterfield, Helen M.	Peshtigo
Reiser, Elsie Elizabeth	Wausau
Reykdal, Theodore John	Westboro
Richardson, Marian	Kendall
Roderic, May	Brodhead
Rolewitch, Oleta S.	Green Bay
Rose, John Henry	Rib Lake
Sawyer, Millard Holton	Milwaukee
Schrader, William E.	S. Kaukauna
Schreiner, Edward	S. Kaukauna
Schrottky, Oleda	Appleton
Sexton, Helen	Marshfield
Sherman, Ethel	Appleton
Simon, Nicholas Landgraf	Appleton
Skewes, Arthur Edwin	Union Grove
Sly, Vera	Sechlerville
Smith, Mariem	Oakfield
Smith, Milford Irl	Fennimore
Smith, Minna Christine	River Falls
Smith, Noble Z.	Appleton
Sutcliffe, Constance	Endeavor
Sweetman, Marjorie	Appleton
Thomas, Vera Alice	Omro
Thompson, Alden Wilbur	Appleton
Thompson, Edith	Kaukauna
Tippet, Walter	Appleton
Tracy, Eleanor	East Troy

LAWRENCE COLLEGE

Tulaskar, Krishnabai	Baroda, India
Tuttle, Lucile	Knapp
Vande Bogart, Guy	Sheboygan Falls
Van Patter, Nettie	Glen Flora
Watson, Lloyd Robert	Brandon
Weissgerber, Selma	Appleton
Westcott, George Lee	Omro
Whiting, Marion Julia	Brandon
Wiley, Robert LeRoy	Chippewa Falls
Wilkinson, Octavia Maria	Hancock, Mich.
Wing, Grace Winifred	Kewaunee
Winner, Mae I.	Black River Falls
Wood, Avada Marguerite	Appleton
Zekind, Elliot Edward	Kaukauna
Zepp, Bertha	Edgar

Special Students

Bushnell, Olga L.	Appleton
Dunning, Miss F. E.	Appleton
Fannon, George	Appleton
Furer, Gottfried Ed.	Sheboygan
Marks, Gordon	Park Falls
McKenney, Ann	Appleton
Plappert, Adam Christian	Appleton
Wilson, William	Appleton

SCHOOL OF EXPRESSION

Third Year

Darling, Gracia Jo.	Manawa
Sherman, Pauline	Appleton
Thomas, Florence	Appleton
Watson, Howard	Kaukauna

Second Year

Blount, Floy J.	Appleton
Calkins, Lottie	Emerald
Dixon, Jennie	Brandon
Fiellin, Laura A.	Oshkosh
Hard, Irma	Milwaukee

STUDENTS

Kitto, Myrtice
La Gasse, Isaac
Meigs, Hazel
Mitchell, Anne
MacKenzie, Ethel
Nauman, Frances
Payne, Grace
Powell, Edna
Preston, Ornie
Russell, Lawrence
Snyder, Marie
Speare, Maude
Stanchfield, Mabel
Warnock, Anna

Dollar Bay, Mich.
Womble, Ark.
Fox Lake
Kaukauna
Hancock, Mich.
Eau Claire
Blaine, Wash.
Barron
Antigo
Tomahawk
Escanaba, Mich.
Appleton
Fond du Lac
Necedah

First Year

Coumbe, Camilla
Dawson, Grace G.
Ferguson, Ruth
Hagerty, Mildred M.
Hills, Aura
Kirby, Marguerite
Lindsay, Belle
McIntire, Lowell
McKay, Doris
Orr, Evelyn
Pierce, Dorothy
Porterfield, Helen
Schrottky, Oleda
Spratt, Walter
Tuttle, Lucile
Winner, Mae I.

Blue River
Appleton
De Pere
Green Bay
Waupun
Winnetka, Ill.
Manawa
Sheboygan
Marinette
Colville, Wash.
Elkhorn
Peshtigo
Appleton
Sheboygan
Bad Lands, N. Dak.
Black River Falls

Special and Private Students

Amundson, Paul
Banta, Eleanor
Bakken, Berub O. J.
Bergstrom, Diedrich W.
Boyles, LeRoy L.

Black River Falls
Menasha
Trondhjem, Norway
Neenah
Waupaca

LAWRENCE COLLEGE

Brayton, Helen	Appleton
Buchholz, Louise	Merrill
Cary, Mrs. Paul V.	Appleton
Churchill, Flora A.	Libertyville
Clark, Ethel	Galesville
Connors, Lenora	Kaukauna
Dickinson, Mrs. C. S.	Appleton
Dickinson, Kenneth	Appleton
Easterling, Aldis B.	Kokomo, Ind.
Fadner, Vivian	Appleton
Graef, Emelda	Appleton
Hall, Evelyn	Appleton
Hall, Nina	Chippewa Falls
Haugen, Karl M.	Menomonie
Hornibrook, Edith H.	Marinette
Hulbert, Amby	Barron
Hyde, Gladys	Appleton
Ivey, Paul	Grayling, Mich.
Jodar, Henriette	Plymouth
Koch, Verona	Appleton
Koehn, George	Sheboygan
Kunde, George	Almond
Marston, Mrs. C. L.	Appleton
Mason, Mrs. W. D.	Appleton
Misdall, Hugh A.	London, England
Newman, Sworth	Kaukauna
Nix, Irvine	Winnipeg, Canada
Nye, Myrtle	Hortonville
Orr, Mrs. J. W.	Appleton
Phillips, Mrs.	Appleton
Plappert, Rev. A. C.	Appleton
Pleasants, Lucy Lee	Menasha
Pratt, Ethel M.	Plainfield
Rasey, Lee C.	Marion
Reid, Stella	Appleton
Russell, George	Cambridge, Mass.
Schneider, Mildred	Galesville
Shaver, Erwin L.	Eau Claire
Shelley, Charles M.	Tippecanoe, Ind.

STUDENTS

Sias, Benjamin	Sparta
Smith, Mrs. Oliver	Appleton
Smith, Mrs. Wells	Appleton
Sorenson, Raymond	Appleton
Stein, Mollie	Clintonville
Stevens, Mrs. John, Jr.	Appleton
Tracy, Laura	Merrill
Werner, Mrs.	Oshkosh
Wertheimer, Mrs. M. W.	Kaukauna
Wing, Katherine	Hortonville
Woodworth, Milton P.	Appleton
Woodworth, Spencer W.	Cataract
Young, Myrtle	Stevens Point

CONSERVATORY OF MUSIC

Graduate Students

Abernethy, Patricia	Omro
Wilson, Lucile	Green Bay

Senior Class

Benjamin, Lilah	Cumberland
Christensen, Sadie	Michigamme, Mich.
Conrad, Marie	Kilbourn
Coye, Nina B.	Stevens Point
Lackey, Lilah	Waterloo
Marcy, Merrill	Fairchild
Martin, Ella	Milwaukee
Steninger, Nettie	Parker, S. Dak.

Junior Class

Baldwin, Ruth	Munising, Mich.
Baumgarten, Esther	Neenah
Benefiel, Lucy	Milwaukee
Bienfang, Esther	Jefferson
Brazelton, Vina	Ryan, Iowa
Edwards, Grace	Appleton
Hare, Doris	Duluth, Minn.
Larsen, Irene	Green Bay
Kause, Frank	Plymouth

LAWRENCE COLLEGE

Pratt, Delana
Simpson, Pearl
Touton, Cleva
Towsley, Ethel
Wenzel, Julia
Williams, Rubie
Younger, Mabel

Plainfield
Seymour
Edgerton
Kaukauna
Appleton
Cambria
Appleton

Public School Music

Bienfang, Esther
Bryden, Hazel
Colby, Emma
Fowlie, Frances
Goddake, Ruth
Harper, Ruth
Joslin, Lottie
Jodar, Henriette
Larsen, Mable
Leek, Raymond
Neubauer, Lydia
Potter, Edith
Sanders, Alice
Sargent, Lillian
Sharpe, Mary
Sherman, Floy
Touton, Cleva
Treat, Ruth

Jefferson
Greenwood
Loyal
Sheridan
Shawano
North Bend
Antigo
Plymouth
Milwaukee
Racine
De Pere
Winona, Minn.
Marshall
Antigo
Waldo
Appleton
Edgerton
Tomah

Special Students

Abraham, Margaret
Albrecht, Irene
Allen, Dorothy
Austin, Leslie
Bach, Elsie
Barnett, Floy
Bartman, Rose
Bartz, Harriet
Bauman, Rexford
Becker, Amy

Appleton
Appleton
Appleton
Appleton
Appleton
Prairie du Sac
Appleton
Brillion
Shiocton
Winneconne

STUDENTS

Beckert, Harriet	New London
Beitler, Lewis	Bloomington
Bennison, Floyd	Janesville
Boyce, Curtis	Wausau
Boyles, Ethel	Waupaca
Brigham, Henrietta	Wausau
Brooks, Emmet	Omro
Buchanan, William	Appleton
Bump, Arline	Appleton
Burnside, Mildred	Neenah
Churchill, Flora	Libertyville, Ill.
Clark, Ethel	Galesville
Clarke, Rubie	Kilbourn
Clement, David	Darlington
Conkey, Theodora	Appleton
Cooke, Margaret	Kaukauna
Dean, Mrs. W. H.	Appleton
DeSwarte, Ruth	Wauwautosa
Dickinson, Kenneth	Appleton
Dickmann, Erna	Oshkosh
Dreger, Mable	Appleton
Durnford, Mignonia	Missoula, Mont.
Ebbott, Florence	Fort Atkinson
Ehlke, Hilda	Appleton
Eiler, Alma	Appleton
Eiler, Hilda	Appleton
Eiler, Ralph	Appleton
Fairfield, Mary	Appleton
Fargo, Esther	Kaukauna
Fiellin, Laura	Appleton
Fisk, Elsie	Green Bay
Forsythe, Agnes	Stevens Point
Gemmel, Joseph	Menasha
Gericke, Edna	Lake Mills
Gilbert, Florence	Wausau
Greene, Raymond	Milwaukee
Griswold, Leslie	Sheboygan
Hahn, Erna	Jefferson
Hall, Mildred	Waupun

LAWRENCE COLLEGE

Hall, Russell	Fond du Lac
Henson, Ethel	Manitowoc
Hoh, Orin	Appleton
Hooper, George	Iron Mountain, Mich.
Hulbert, Amby	Barron
Humphrey, Georgia	Pittsburgh, Pa.
Humphrey, Helen	Pittsburgh, Pa.
Hyde, Genevieve	Appleton
Ingraham, Ruth	Wausau
Johnson, Virginia	Appleton
Kelley, Ruth	Marshall
Kellner, Lewis	Galesville
Killen, Margaret	Appleton
Koehn, George	Sheboygan
Lake, Ruby	Oshkosh
Larsen, Esther	Green Bay
Little, Ruth	Menasha
Lofberg, Bertha	Ironwood, Mich.
Macklin, Nina	Stevens Point
Marcy, Lucile	Fairchild
Mason, Beatrice	Appleton
Masse, Chas.	Green Bay
Menning, Marie	Appleton
Miller, Gladys	Blue River
Mills, Helen	Appleton
Mollen, Mrs. H.	Dale
Murphy, Ethel	Appleton
Murray, Margaret	Norway, Mich.
Neevel, Harold	Waupun
Nelson, Leila	Manitowoc
Nemacheck, Ruth	Appleton
Nixon, Geo.	La Farge
Oberg, Elsa	Appleton
Oberg, Florence	Wausau
Owens, Gwendolyn	Oshkosh
Parkhill, Hazel	Thorpe
Parkins, Lester	Appleton
Payne, Grace	Blaine, Wash.
Pearson, Grace	Appleton

STUDENTS

Peck, Josephine	Chicago, Ill.
Pointup, Lucile	New London
Pond, Virginia	Wausau
Poppe, Matilda	Appleton
Powell, Dayton	Appleton
Pratt, Ethel	Plainfield
Rhodes, Florence	Appleton
Rowell, Ellen	Appleton
Ruka, Emma	Boscobel
Sauer, Margaret	Appleton
Sawyer, Millard	Milwaukee
Schaefer, Margaret	Appleton
Sexton, Helen	Marshfield
Sherry, Helen	Appleton
Sperling, Olga	Sheboygan
Smith, Bessie	Appleton
Smith, Howard	Oshkosh
Smith, Janet	Appleton
Smith, Noble	Appleton
Stenhouse, Florence	Burlington
Stevenson, Marjorie	Aurora, Canada
Thackray, Lera	Glen Beulah
Thinger, Gertrude	Chicago, Ill.
Thom, Barbara	Menasha
Thompson, Ruth	Neenah
VanPatter, Nettie	Glen Flora
Voigt, Viola	Appleton
Waste, Florence	Antigo
Watson, Howard	Kaukauna
Watson, Lloyd	Brandon
Wharton, Dotha	Appleton
Wichmann, Lauretta	Appleton
Wickerheim, Ruth	Hilbert
Williams, Dorothy	Appleton
Wood, Avada	Appleton
Wood, Winifred	Appleton
Youtz, Merrill	Appleton
Zimmerman, Esther	Oshkosh

ART DEPARTMENT

Painting

Boyles, LeRoy L.	Waupaca
Brinckley, Florence	Milwaukee
Claridge, May	Reedsburg
Dixon, Jennie	Brandon
Grane, Olga	Stoughton
Grashorn, Lore	Greenwood
Houck, Harriet	Antigo
Hughes, Edna	Randolph
Humphrey, Helen	Appleton
Hurlbut, Amby	Barron
Ingold, Arthur	Appleton
Jenkins, Mary	Sheboygan
Johnston, Frances	Waupun
Johnston, Mary	Oconto Falls
Lake, Ruby	Oshkosh
Marugg, Annette	Appleton
Meloney, Nettie	Spooner, Minn.
Morrow, Vivian	Appleton
Newbauer, Lida	De Pere
Oosterhous, Ora	Sheboygan Falls
Potter, Mary	Manitowoc
Powell, Edna	Barron
Pratt, Ethel	Plainfield
Preston, Ornie	Antigo
Reynolds, Grace	Janesville
Smith, Ethelyn C.	Evansville
Stone, Mabel	Lancaster
Torrey, Mrs. Ella	Hortonville
Van Patter, Frances	Glen Flora
Warmington, Grace	Appleton
Waste, Florence	Antigo
Watts, Mrs. V.	Gillette
West, Agnes	Appleton

Drawing

Bergacher, Weina	Appleton
Brooks, Eunice	Appleton

STUDENTS

Clark, Ethel	Galesville
Cronk, Winnifred	Montfort
Ganzen, Richard	Appleton
Grashorne, Lore	Greenwood
Haugen, Karl	Menominie
Houck, Harriet	Antigo
Jacoby, Julia	Appleton
James, Alice	Ortonville, Minn.
Jenkins, Mary	Sheboygan
Johnson, Raymond	Waukau
Maxwell, Alice	Arlington, S. Dak.
Neubauer, Lida	De Pere
Parkhill, Hazel	Thorp
Pratt, Ethel	Plainfield
Quayle, Myrtle	Gwinn, Mich.
Slaughter, Laura	Green Bay
Thomas, Vera	Omro

DEGREES CONFERRED IN 1911

HONORARY

ARCHIE DECATUR BALL, A.B., S.T.B. Doctor of Divinity

MASTER OF ARTS

WARREN EVERETT KERN

E. D. KOHLSTEDT

BACHELOR OF ARTS

Alderson, Flossie
Biederman, Carolyn
Bleecker, Harrie Lyell
Cass, Hazel Virginia
Clare, Maurice Amer
Ek, Frederick
Fadner, Henry Raymond
Foote, Frank McDonald
Grane, Olga
*Hahn, Ada
Hardacker, Alys Lauretta
Jenkins, Rouget DeLisle
†Jochinsen, John Peter
Karnopp, George Frank
Kellar, Bessie Viola
Kranz, Conrad E.
Kranz, Frederick William
Krentz, Gladys
Kumlien, Wendell
Lewis, Wilford Carl
†Little, Arthur William
°Lomas, Emma Priscilla
†Medd, Bessie Mae
Meloney, Nettie
Miller, Roland Norton
Monroe, Noel Gates
Mueller, Elsie

McKinney, Lelah
Newton, Harrie Winn
Nicol, Hazel K.
Nogel, Frederick Grant
Oosterhous, Albert George
Otto, Arnold C.
Ostrander, Ward A.
†Parker, Gladys
Patterson, Abram Conklin
†Pendell, Bernice
Perkins, Judson Thomas
Proper, John Wesley
Reynolds, Grace Mae
Richardson, Dorothy
Schaal, Oscar
Schneider, Andrew Sidney
°Schoephoester, Esther
°Smith, Ethelyn
†Smith, Fannie
Strang, Lester Jacob
Stuhlfauth, John
Taylor, Vera Glenn
Theleen, Eva Minnie
Thomas, Elizabeth D.
Thompson, Joseph Edmund
Van Patter, Frances
Varney, Maude Beatrice

DEGREES CONFERRED IN 1911

Wakeman, Ruth Elizabeth
°Weaver, Stella Clara
West, Lois Marie
Wiegand, Edna Martha

Willett, Arthur Dan
Winn, John Ackermann
°Wittman, Gerda Pauline

*Summa cum Laude

†Magna cum Laude

°Cum Laude

BACHELOR OF ORATORY

Newman, Sworth

Nix, Irvine Francis

DIPLOMA IN MUSIC

Abernethy, Patricia
Hackworthy, Adelaide
Janda, Frances
Mohler, Jennie

Raisler, Edith
Stone, Mabel
Thackray, Lera
Wilson, Lucile

PLATFORM ARTISTS

Darling, Gracia Jo

Kumlien, Ethel

Thomas, Florence

PRIZES

Freshman Scholarships:

Norman Brokaw Scholarship.....HANNAH BENYAS

Herman G. Saecker Scholarship.....MARIE HALL

Lawrence ScholarshipJESSICA NORTH

Lewis Prize, ScholarshipJULIA FREDRICKSEN

President's Prize, Declamation	{	1. EARNEST TIEGS
		2. BENJAMIN ROHAN
Hicks Prize, Composition	{	LEE C. RASEY
		Honorable Mention: ELLA A. KLUMB

John McNaughton Prize, in Latin.....HENRIETTA H. BRIGHAM

George F. Peabody Prize, Latin ERWIN L. SHAVER

Gold Medal in Latin EDNA WIEGAND

Tichenor Prize	{	1. ARTHUR D. WILLETT
		2. CLAIRE WILLARD PERRY

Vaughan Prize.....MARY SHARPE

Helen Fairfield Naylor Scholarship.....	{	GRACE SUTCLIFFE
		VERA TAYLOR

McMullen Scholarship BENJAMIN ROHAN, CHARLES BEYER

Samuel A. Jones Scholarship LILY SWANSON

Lyman Jones Scholarship CHESTER A. ALLEN

Madison Scholarship ARTHUR W. LITTLE

ALL COLLEGE CLUB

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LAWRENCE COLLEGE

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FORM OF BEQUEST

In order to help in the educational and religious work now carried on at Lawrence College at Appleton, Wisconsin, I, the undersigned, a resident of.....in the State of....., being of sound and disposing mind and memory, make, ordain and publish this my last will and testament, and declare that it shall not be deemed to have been revoked by any future will that I may make, unless it is therein revoked in express terms specifically referring to the gifts herein made to said College and mentioning it by name.

My just debts having been paid, I give, devise, and bequeath to said Lawrence College by its corporate name, which is "The Board of Trustees of Lawrence University of Wisconsin," certain real estate in the Town of, County of....., in the State of....., commonly known as No..... Street, which was conveyed to me by the deed of.....duly recorded in said county.

Also, Forty Acres, more or less, of land in the County of....., in the State of....., described as the North East Quarter of the North East Quarter of Section....., Township....., Range....., etc., which was conveyed to me by the deed of..... duly recorded in said county.

Also, a certain mortgage upon the real estate commonly known as No..... Street, in the City of, and the indebtedness of dollars secured thereby. If said mortgage shall have been paid or disposed of at the time of my death, my executor shall give the said

LAWRENCE COLLEGE

institution other property of equal value to be selected by my executor.

Also, *the proceeds of the sale* by my executor, as soon after my death as may be, of my stock in the corporation known as "The A. B. C. Co.," which has offices at, in the State of

Also, three certain bonds of the "X. Y. Z. Company," a corporation having offices at, in the State of, each having a par value of dollars.

Also, certain books and publications specifically mentioned in the list which is hereto attached and made part hereof.

Also, the sum of dollars in cash to be paid as soon after my death as may be practicable.

The rest of the property and estate shall be disposed of as provided by law, unless I shall otherwise direct by will.

I appoint A. B. executor of this, my will.

Witness my hand and seal this day of,
A. D. 1912.

..... [SEAL.]

The foregoing writing was signed, sealed, published, and declared by the said testator as and for his last will and testament in the presence of each of us, who, at his request and in his presence and in the presence of each other have subscribed our names as witnesses thereto on the day of the date thereof.

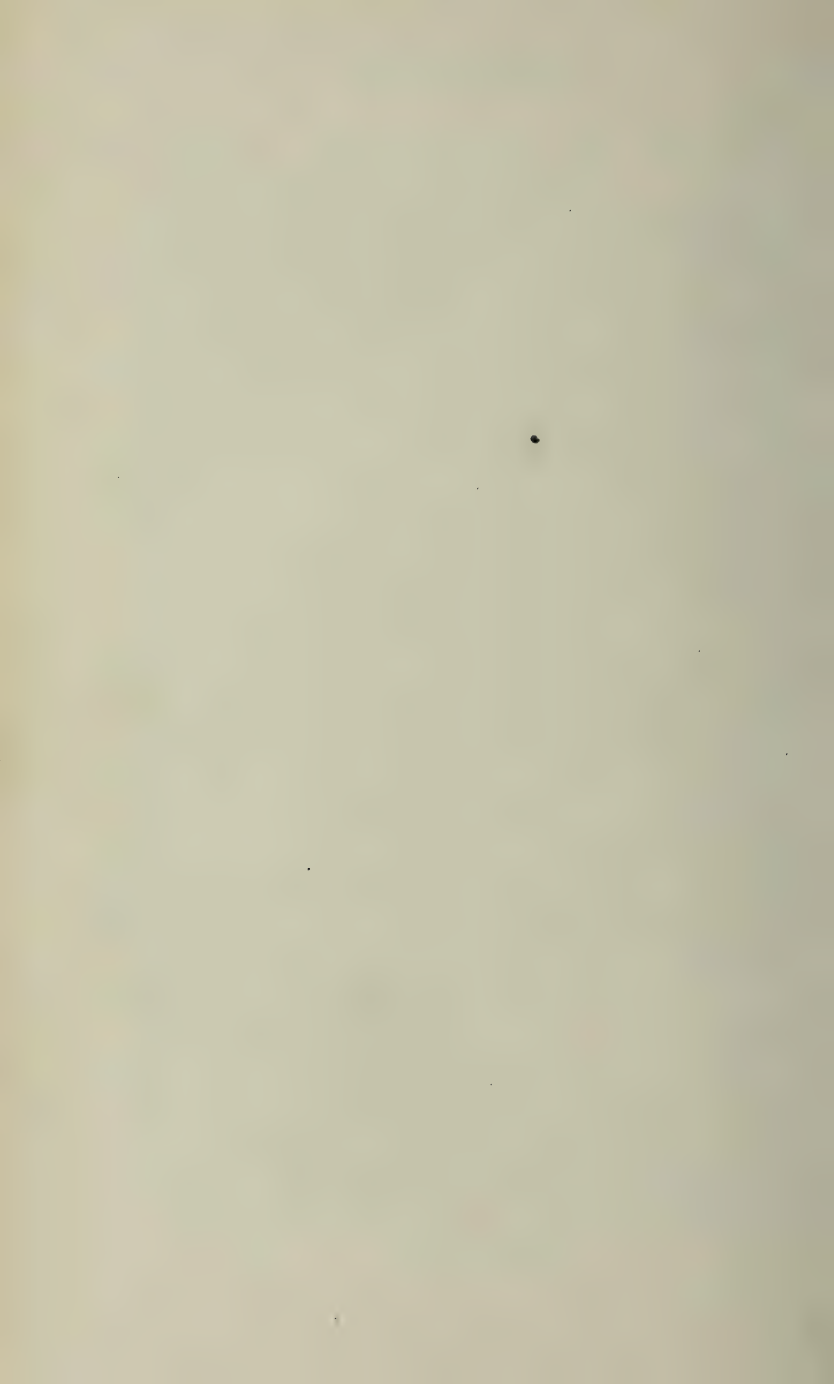
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Lawrence College Bulletin

VOL. XIII

JANUARY, 1913

NO. 1

The Catalogue

1912-1913



*The Bulletin is published monthly at Appleton, Wisconsin,
by the trustees of Lawrence College*

Entered at the post-office at Appleton, Wisconsin, as second class mail-matter,
October 6, 1909, under act of July 16, 1894.

Sixty-third Annual Catalogue

===== OF =====

Lawrence College

Corporate Name:

Lawrence University of Wisconsin

1912-1913

PUBLISHED JANUARY, 1913

The Post Publishing Company, Appleton, Wisconsin

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CORRESPONDENCE

While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

1. Correspondence concerning the College of Liberal Arts should be addressed to the President;

2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;

3. Correspondence concerning the School of Expression should be directed to the Dean of the School of Expression;

4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;

5. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall;

6. Correspondence upon general matters of business should be addressed to Lawrence College.

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LAWRENCE COLLEGE

1913-14

March 26 Wednesday, 12:30 P.M. Recitations close.

Spring Recess

April 2 Wednesday, 1:30 P.M. Recitations resumed.

May 30 Friday, Decoration Day.

June 3-10

Final Examinations, Second Semester

June 6 Friday, 8:00 P.M. Junior Oratorical Contest.

June 7 Saturday, 8:00 P.M. President's Prize Contest.

June 8	Sunday, 9:30 P.M.	Commencement Service.	Devotional
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10:30 A.M. Address before the Religious Societies.

8:00 P.M. Baccalaureate Sermon.

June 9	Monday, 8:00 P.M.	Commencement of the Conservatory of Music.
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**June 10 Tuesday, 2:00 P.M. Joint Meeting of the Board
of Trustees and Visitors.**

8:00 P.M. Commencement Exercises of
the School of Expression.

June 11 Wednesday, 10:30 A.M. Reunions of the Literary Societies.

2:00 P.M. Class Day Exercises.

4:00 P.M. Business Meeting of the Alumni Association.

8:00 P.M. Reunion of the Alumni Association.

CALENDAR

June 12	Thursday, 10:30 A.M.	Commencement Exercises.
	1:00 P.M.	Commencement Banquet.
	8:00 P.M.	President's Reception.

Summer Vacation

September 16	Tuesday, 9:00 A.M.	Examinations for Admission.
September 16-17	Tuesday and Wednesday	Registration Days.
	day	
September 17	Wednesday	First Semester begins.
	4:00 P.M.	Chapel.
September 21	Sunday, 3:00 P.M.	College Vespers and on second Sunday of each month thereafter.
September 23	Tuesday	All-College Day.
November 15	Saturday, 9:00 A.M.	Mid-semester Examinations.
November 26	Wednesday, 4:00 P.M.	Thanksgiving Recess begins.
December 1	Monday, 8:00 A.M.	Thanksgiving Recess closes.
December 23	Tuesday, 4:00 P.M.	Recitations close.

Christmas Recess

January 7	Wednesday, 8:00 A.M.	Recitations resumed.
January 26 — February 2		Final Examinations, First Semester.
February 2	Monday, 5:00 P.M.	First Semester closes.
February 3-4	Tuesday and Wednesday	Registration Days.
	day	
February 4	Wednesday	Second Semester begins.
March 25 — April 1		Spring Recess.
May 30	Saturday	Decoration Day.
June 12-18		Commencement Week.

LAWRENCE COLLEGE

HISTORICAL STATEMENT

In the year of 1846 the Honorable Amos A. Lawrence, of Boston, Massachusetts, made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac District of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should ever be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following February its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Meade, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were con-

HISTORICAL STATEMENT

ferred by similar institutions in the United States. The trustees, however, at first undertook only the establishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal. By this time it appears that the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University. The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Massachusetts, was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but, after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, Honorable Isaac Stephenson, in 1899; the athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the Library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex, purchased in

1902, and the Hall of Music in 1906; Peabody Recital Hall, erected in 1909; and Brokaw Hall, in 1910.

In 1908 the trustees voted to change the name of the institution from Lawrence University to Lawrence College of Wisconsin. It was also voted to discontinue the academy.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Massachusetts; Samuel Appleton, Boston, Massachusetts; Philetus Sawyer, Oshkosh, Wisconsin; Charles Paine, Oshkosh, Wisconsin; Robert McMillan, Oshkosh, Wisconsin; Mr. and Mrs. D. G. Ormsby, Milwaukee, Wisconsin; John H. Van Dyke, Milwaukee, Wisconsin; L. M. Alexander and wife, Milwaukee, Wisconsin; William Drown, Beaver Dam, Wisconsin; Mrs. John Edwards, Milwaukee, Wisconsin; Samuel Jones, Natick, Massachusetts; Isaac Stephenson, Marinette, Wisconsin; E. M. Beach, Waupun, Wisconsin; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wisconsin; E. A. Edmonds, Appleton, Wisconsin; Miss Florence Child, Edgerton, Wisconsin; John McNaughton, Appleton, Wisconsin; Mr. and Mrs. Judson G. Rosebush, Appleton, Wisconsin; Isaac Wing, Bayfield, Wisconsin; Lee Claflin, Boston, Massachusetts; Rev. Robert Ingraham, Fond du Lac, Wisconsin; H. E. Miles, Racine, Wisconsin; W. H. Hatten, New London, Wisconsin; George F. Peabody, Appleton, Wisconsin; and the General Education Board, New York.

CHRONOLOGY

1846—Proposition made by Amos A. Lawrence of Boston to establish an institution of higher learning in northern Wisconsin; location of the institution selected.

HISTORICAL STATEMENT

- 1847—Charter of Lawrence Institute secured from the legislature of the Territory of Wisconsin.
- 1849—Rev. William H. Sampson made Principal of Lawrence Institute.
First building completed and instruction begun.
Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.
- 1850—Development of the museum begun.
First literary society established.
Gift of \$10,000 for a library, by Samuel Appleton of Boston.
- 1853—College work begun and freshman class registered.
Rev. Edward Cook, D.D., Boston, Massachusetts, elected first president.
College Hall dedicated and class work transferred to the new building.
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.
First building erected destroyed by fire.
- 1857—First class graduated from collegiate department.
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos A. Lawrence of Boston, Governor Stone of Connecticut, Governor Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.
Lewis Prize established.
- 1866—President's Prize and University Prize established.
Centennial endowment fund of about \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.
Y. M. C. A. established.

LAWRENCE COLLEGE

- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870,
elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of
the President received.
- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.
Ormsby Hall erected.
First student *Handbook* published.
Samuel Jones Scholarship founded.
- 1891—Conchological Cabinet of Dr. Brown purchased for mu-
seum.
Bequest of William Drown received.
- 1892—Underwood Observatory erected.
- 1893—Hicks Prize established.
The *Columbian* published.
- 1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected
president.
Peruvian antiquities contributed by Honorable John
Hicks.
- 1895—The *Messenger* published.
- 1896—Endowment effort for \$100,000 successfully completed.
- 1897—First *Ariel* issued.
Theta Phi Fraternity organized.
- 1898—Stephenson Hall of Science erected.
- 1900—McNaughton and Peabody Latin prizes established.
Athletic field purchased.
Lawrence *Bulletin* established.
- 1901—Alexander Gymnasium erected.
- 1902—Ormsby Annex purchased.
Hiram A. Jones Latin Library established.
Kappa Upsilon Sorority organized.
Beta Sigma Phi Fraternity organized.
- 1903—Heating plant built.
Alpha Gamma Phi Sorority organized.
Theta Gamma Delta Sorority organized.
Delta Iota Fraternity organized.
- 1904—Alpha Delta Phi Sorority, Theta Chapter, organized.
Endowment Fund of \$50,000 secured.

CHARTER

- 1905—Library erected by gift of Andrew Carnegie.
Alumni Record published.
Lawrence placed on accredited list of the Carnegie Foundation.
- 1906—Conservatory of Music purchased.
Ormsby Hall enlarged.
- 1907—Gift from the General Education Board received, and \$250,000 raised for endowment.
Euphronia Literary Society established.
- 1908—Name changed from Lawrence University to Lawrence College.
Academy discontinued.
Lawrence House purchased.
- 1909—Peabody Hall erected.
Sigma Tau Nu Fraternity organized.
- 1910—Brokaw Hall erected.
Euphronia Literary Society united with the Phoenix.
Alexander Reid Scholarship founded.
- 1911—\$25,000 received to establish a chair of Art History and Social Aesthetics.
Fred Felix Wettengel prizes established.
- 1912—Endowment Fund of \$100,000 raised.
Herman Erb prizes and German Library founded.
Ralph E. White Mathematical Prize given.
Membership in the Association of Collegiate Alumnae granted.

CHARTER

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

Section 1. Chapter 1 of the general laws of the Territory of Wisconsin in 1847; chapter 133, laws of 1849; chapter 176, private and local laws of 1855; chapter 176, private and local laws of 1858; chapter 123, general laws of 1878; chapter 16, general laws of 1882, and chapter 16, laws of 1895, are hereby amended so as to read as follows: Gov. Henry Dodge, Hon. Mason C. Darling, Hon. Morgan L. Martin, Hon. Nathaniel P. Tallmadge, Prof. DeWitt C. Vosberg, Rev. Reeder Smith,

Henry R. Coleman, William H. Sampson, Henry S. Baird, Jacob L. Bean, William Dutcher, George E. H. Day, Loyal H. Jones, and their successors be, and they are hereby created, a body politic and corporate to be styled the board of trustees of Lawrence University of Wisconsin, and by that name to remain in perpetual succession. The design and purpose of the said corporation is hereby declared to be to found, establish and maintain at Appleton, in the county of Outagamie, an institution of learning on a plan sufficiently extensive to afford instruction in the liberal arts and sciences and to develop the scholar; and said trustees may, as their ability shall increase, erect any or all of the different departments for the study of the liberal professions in such manner as they may think proper.

Section 2. The board of trustees shall consist of thirty members, three of whom shall be elected on nomination of the alumni, together with the president of the university, who shall be a member ex-officio, and any thirteen of these shall constitute a quorum for the transaction of all business.

Section 3. No religious tenets or opinions shall be required as a qualification for trustee, professor, or teacher, nor of any student shall any religious tenets or opinions be required to entitle him to all the privileges of the institution.

Section 4. The board of trustees shall at their first meeting after the passage of this act elect a president of the board, two vice-presidents, a secretary, and a treasurer, who shall have all the powers usually given to such officers.

Section 5. The board of trustees shall at their first business meeting be divided into three classes of ten each. They shall appoint at such meeting an annual meeting, to be held within one year thereafter, at which time the office of the first class shall expire, and in one year from that time the second class, and the third class in one year therefrom, and the office of one class of trustees to expire annually thereafter in rotation. There shall be a board of visitors, whose election shall be provided for in the by-laws, whose special duty shall be to inspect the work of the institution, attend the examinations, and look into the conditions generally and make such

CHARTER

reports as may be required by the by-laws. The members of the board of visitors shall be ex-officio members of the board of trustees.

Section 6. Said board of trustees may meet on their own adjournment, and the president, with the concurrence of two trustees, or any four trustees, may call special meetings of the board, by giving notice to them in writing by mail, or otherwise, at least ten days before the time of such meeting, and any trustee may be removed for neglect of duty.

Section 7. Said board of trustees shall also appoint annually an executive committee of not less than five nor more than nine, who shall hold their office until their successors are appointed, and who shall have the power to execute all the business of the corporation committed to them by the by-laws of the institution, and who shall also be empowered to commence and carry on suits in the name of the trustees of the university, and no person shall be ex-officio a member of said executive committee.

Section 8. The board of trustees shall have full power, in their corporate name to sue and to be sued, to plead and be impleaded, to acquire, hold, use, and convey property, real and personal; to have and use a common seal; to alter and renew the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of the institution, its officers and servants; to collect and receive funds and to see that every donation or bequest made to the institution be applied in conformity to the condition or which the same is made; to erect suitable buildings, purchase books, apparatus and other supplies necessary in the work of the institution; to hold free of taxation any lands or other property acquired by donation, bequest, or purchase and held expressly for educational purposes, and for the endowment of the institution; to appoint such officers, professors and teachers as the work and government of the institution shall require, and prescribe their duties and remove them for sufficient reasons; to prescribe and direct the course of studies to be pursued in the institution and its departments; to fill all vacancies; to confer such degrees and other honors upon per-

LAWRENCE COLLEGE

sons they may deem qualified and worthy as are usually conferred by colleges in the United States; to determine the amount of salaries paid or to be paid by the institution; and to have such further general powers, not herein specified and not inconsistent with the letter or spirit of this act, as are granted to corporations under the name of general provisions in chapter 85, laws of 1898, acts amendatory thereto.

Section 9. All acts or parts of acts interfering with the provisions of this act are hereby repealed.

Section 10. This act shall take effect and be in force from and after its passage and publication.

JOINT BOARD OF TRUSTEES AND VISITORS

OFFICERS

LEWIS M. ALEXANDER.....	President
REV. ROBERT S. INGRAHAM, A.B., D.D.....	First Vice-President
GEORGE W. JONES.....	Second Vice-President
HERMAN G. SAECKER.....	Secretary
JAMES A. WOOD, Ph.B.....	Treasurer, Appleton, Wis.

TRUSTEES

REV. SAMUEL PLANTZ, Ph.D., LL.D., ex officio, Appleton.

Term Expires 1913

REV. HENRY COLMAN, A.M., D.D.,	Milwaukee.
HENRY P. MAGILL,	Chicago.
REV. JOHN SCOTT DAVIS, D.D.,	Hartford.
*LYMAN J. NASH, A.M.,	Manitowoc.
JUDSON GEORGE ROSEBUSH, A.M.,	Appleton.
HONORABLE WILLIAM HATTEN,	New London.
KARL MATHIE, S.B.,	Wausau.
LAMAR SEXMITH,	Wausau.
RT. REV. R. H. WELLER, D.D.,	Fond du Lac.
REV. ROBERT S. INGRAHAM, A.B., D.D.,	Sheboygan Falls.

Term Expires 1914

CYRUS C. YAWKEY,	Wausau.
LEWIS M. ALEXANDER,	Milwaukee.
WILLIAM M. LEWIS, A.B.,	Racine.
HONORABLE ISAAC STEPHENSON,	Marinette.
*JAMES S. REEVE, A.M., M.D.,	Appleton.
EDWARD A. EDMONDS, A.M.,	Appleton.
GEORGE A. WHITING,	Menasha.
A. W. PRIEST,	Appleton.
HERMAN G. SAECKER,	Appleton.
AUGUST HENRY,	Sheboygan Falls.

*Alumni Trustee.

Term Expires 1915

HONORABLE THEOBOLD OTJEN, A.M.,	Milwaukee.
GEORGE W. JONES,	Appleton.
*WILLIAM H. MYLREA, A.B.,	Wausau.
HERBERT E. MILES, A.M.,	Racine.
JAMES A. WOOD, Ph.B.,	Appleton.
GEORGE FRANCIS STEELE, A.M.,	Port Edwards.
HONORABLE JOHN HICKS,	Oshkosh.
GEORGE BALDWIN, Ph.B.,	Appleton.
MUNROE A. WERTHEIMER,	Kaukauna.
J. G. MORRIS,	Oshkosh.

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Term Expires 1913

WILLIAM LARSON,	Green Bay.
REV. W. P. LEEK,	Racine.
REV. S. A. BENDER,	Eau Claire.

Term Expires 1914

REV. H. C. LOGAN,	Beaver Dam.
REV. JAS. CHURM, D.D.,	Oshkosh.
REV. G. W. CAMPBELL,	Eau Claire.
REV. D. W. DAVIS,	Ellsworth.

Term Expires 1915

REV. J. H. TIPPETT, D.D.,	Appleton.
REV. S. H. ANDERSON, A.M.,	Milwaukee.

*Alumni Trustee.

STANDING COMMITTEES

STANDING COMMITTEES

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AUDITING

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GEORGE W. JONES

THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D. LL.D., President and
Paine Memorial Professor of Ethics and Christian
Evidences.

A.B., Lawrence University, 1880; A.M., *ibid.*, 1883; S.T.B., Boston University, 1883; Ph.D., *ibid.*, 1889; University of Berlin, 1890-91; D.D., Albion College, 1894; LL.D., Baker University, 1905. Present position since 1894.

CHARLES WATSON TREAT, A.M., Dean of the Col-
lege of Liberal Arts and Philetus Sawyer Professor
of Physics.

Graduate, Southern Illinois Normal University, 1884; Ph.B., De-
Pauw University, 1890; A.M., *ibid.*, 1893; Graduate Student, Lick
Observatory, University of California, Summer, 1891; Leland Stan-
ford Jr. University, Summer, 1893; Chicago University, Summers,
1895 and 1897; Professor of Natural Science, Napa College,
1890-94. Present position since 1894.

EMANUEL GERECHTER, Rabbi, Professor of Hebrew
and German.

Classical Education in Gymnasium at Lissa, Germany; Theo-
logical Course at Breslau; Preacher, Kempen, Rhineland, Ger-
many, 1865-66; Rabbi at New York, Detroit, Grand Rapids, 1865-
80; Professor of German at Central High School and at Ladies'
Bacon Seminary, Grand Rapids, 1874-80; Rabbi, Milwaukee, 1880-
92; Rabbi, Zion Congregation, Appleton, Wisconsin, 1892. Present
position since 1894.

ELLSWORTH DAVID WRIGHT, Ph.D., Hiram A.
Jones Professor of Latin Language and Literature.

A.B., Cornell University, 1887; Ph.D., *ibid.*, 1894; Teacher of
Greek and Latin in the Cascadilla School, Cataloguer in Cornell
University Library, 1887-90; Fellow in Latin, Cornell University,
1892-93; Graduate Student in Greek and Latin, Leipzig and Ber-
lin Universities and in Greece, 1894-96; Instructor in Greek, Cor-
nell University, 1897. Present position since 1898.

JOHN HERBERT FARLEY, A.M., Salem David Mann
Professor of Philosophy.

Ph.B., Lawrence University, 1896; Graduate Student, *ibid.*, 1897-98;
A.M., *ibid.*, 1898; Graduate Student in Philosophy, Harvard Uni-
versity, 1898-99; Fellow in Philosophy, Harvard University, 1899-
1900. Present position since 1901.

LEWIS ADDISON YOUTZ, Ph.D., Robert McMillan
Professor of Chemistry.

Ph.B., Simpson College, 1890; Ph.M., *ibid.*, 1893; S.M., *ibid.*, 1902; Student, Harvard University, Summer, 1893; Ph.D., Columbia University, 1902; Associate Professor of Natural Science, Simpson College, 1893-99; Professor of Natural Science, Montana, Wesleyan University, 1899-1900; Scholar, Columbia University, 1900-02. Present position since 1902.

EMMA KATE CORKHILL, Ph.D., Edwards Alexander
Professor of English Literature.

A.B., Iowa Wesleyan University, 1889; A.M., *ibid.*, 1893; Ph.D., Boston University, 1893; Student, University of Edinburgh, 1905-1906; Professor of English Literature, Simpson College, 1895-1902. Present position since 1902.

JOHN CHARLES LYMER, A.M., S.T.B., Child Profes-
sor of Mathematics and Director of the Underwood
Observatory.

A.B., Amity College, 1898; S.T.B., Garrett Biblical Institute, 1901; A.M., Northwestern University, 1903; Instructor, Academy of Northwestern University, 1903-04; University of Wisconsin, Summer, 1906; University of Chicago, Summers, 1908, 1909, 1911. Present position since 1904.

WILSON S. NAYLOR, A.B., D.D., Edgar Martel Beach
Professor of Biblical Literature.

A.B., Washburn College, 1890; S.T.B., Boston University School of Theology, 1893; D.D., Salina Wesleyan University, 1895; Graduate Study, New York University and Drew Theological Seminary, 1901-02. Present position since 1904.

ALBERT AUGUSTUS TREVER, A.M., S.T.B., George
M. Steele Professor of Greek Language and Liter-
ature.

Ph.B., Lawrence University, 1896; A.B., Boston University, 1900; S.T.B., Boston University School of Theology, 1900; A.M., University of Chicago, 1910; Instructor in Hebrew and Biblical Literature, DePauw University, 1900-02; Jacob Sleeper Fellow from Boston University in the Universities of Halle and Berlin, 1902-03; Fellowship, University of Chicago, 1911-12. Present position since 1905.

MAY ESTHER CARTER, A.M., Dean of Women and
Associate Professor of English Language.

B.L., Ohio Wesleyan University, 1892; Principal of High School, Cuyahoga Falls, Ohio, 1893; Preceptress and Professor of Literature, West Virginia Wesleyan College, 1895-1901; Lady Principal and Professor of Literature, American International College, 1903; Preceptress and Principal of English Department, Troy Confer-

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ence Academy, 1904; Student University of Edinburgh, Summer, 1905; A.M., Ohio Wesleyan University, 1911. Present position since 1905.

OTHO PEARRE FAIRFIELD, A.M., Professor of Art and Social Aesthetics.

A.B., Union Christian College, 1886; A.B., University of Chicago, 1896; A.M., Union Christian College, 1900; Principal of Lebanon High School, 1886-1887; Professor of English, Union Christian College, 1887-1892; Principal of Clarinda Institute, 1892-1895; Graduate Student, University of Chicago, 1895-1896 and the Summers of 1894, 1895, 1896, 1897; Professor of Latin, Alfred University, 1896-1908; Professor of English, *ibid.*, 1898-1909; Lecturer on Art, New York State School of Ceramics, 1903-1908. Present position since 1908.

JOHN GAINES VAUGHAN, Ph.D., D.D., Professor of Comparative Religions and Missions.

A.B., Syracuse University, 1882; B.D., Drew Theological Seminary, 1884; Ph.D., Tennessee Wesleyan University, 1886; D.D., 1898; Traveled for study in the Levant, 1910, and in the Far East, 1906-7. Present position since 1903.

MABEL EDDY, Assistant Professor of Romanic Languages.

Graduate Mount Vernon Seminary, Washington, D.C., 1879; Teacher, *ibid.*, 1880; Indianapolis Classical School, 1882-85; Student, Modern Languages, 1885-86; Teacher, Modern Languages, Louisville College for Women, 1886-1895; Student, Modern Languages, 1896; Dean of Women and Instructor in Modern Languages, Lawrence College, 1896-1902; Teacher, Mount Vernon Seminary, Washington, D. C., 1903-1905; Dean of Women and Professor of French, Carroll College, 1905-1908; Dean of Women and Professor of French, Simmons College, 1908-1909. Present position since 1909.

CHARLES JOSEPH BUSHNELI, Ph.D., Professor of Sociology and Politics.

Ph.B., the University of Chicago, 1898; Ph.D., *ibid.*, 1901; Fellow in Sociology, *ibid.*, 1899-1900; Professor of Social Science and History, Albany College, 1901-03; Professor of Social Science and History, Heidelberg University, 1903-07; Professor of Social Science and Philosophy, Trinity University, 1907-08; Graduate Student, the University of Chicago, 1908-09; Professor of Social Science, Oklahoma State Agricultural and Mechanical College, 1909-10. Present position since 1910.

DAVID RICHARD MOORE, Ph.D., David G. Ormsby Memorial Professor of History.

A.B., Victoria College, University of Toronto, 1902; Ph.D., University of Chicago, 1910; Instructor in Washington and Jefferson College and Academy, 1902-1906; Graduate Student, University of Chicago, 1906-1910; Lecturer in History, Economic History, and

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English Literature in Central Institute and in Normal College Extension Work, Chicago, 1907-1910; Hyde Park High School, Chicago, 1908-1910. Present position since 1910.

LESTER BURTON ROGERS, A.M., Professor of Education.

S.B., Moores Hill College, 1899; A.M., Columbia University Teachers' College, 1907; Superintendent of Schools, Paris Crossing, Indiana, 1899-1902; Graduate Student, University of Chicago, 1902-1903; Teacher of Physics, Spokane, Washington, 1903-06; Professor of Philosophy and Education, Tri-State College, Indiana, 1907-10; Research Scholar, Columbia University Teachers' College, 1910-11. Present position since 1911.

MATTHEW LYLE SPENCER, Ph.D., Professor of English Language.

A.B., Kentucky Wesleyan College, 1903; A.M., *ibid.*, 1904; A.M., Northwestern University, 1905; Ph.D., University of Chicago, 1910; Director of Physical Culture, Kentucky Wesleyan College, 1901-03; Instructor in English, *ibid.*, 1902-03; Professor of English, *ibid.*, 1903-04; Fellow in English, University of Chicago, 1905-07, 1909-1910; Assistant Professor of English, Wofford College, 1907-10; Professor of English, Woman's College of Alabama, 1910-11. Present position since 1911.

ROLLIN CLARKE MULLENIX, Ph.D., Professor of Biology.

A.B., Wheaton College, 1895; A.M., *ibid.*, 1897; Ph.D., Harvard University, 1908; Graduate Student, University of Chicago, Summers, 1895, 1896, 1901; Instructor in Biology and Chemistry, Wheaton College, 1895-97; Professor of Biology and Chemistry, Wheaton College, 1897-1905; Graduate Student, Harvard University, 1905-1908; Professor of Biology and Geology, Yankton College, 1908-11. Present position since 1911.

RUFUS MATHER BAGG, Ph.D., Professor of Geology and Mineralogy and Curator of the Museum.

A.B., Amherst College, 1891; Ph.D., Johns Hopkins University, 1895; Principal of Lubec High School, Lubec, Maine, 1891-92; Assistant in Geology, Johns Hopkins University, 1895-97; Member Maryland Geological Survey, 1896-1898; Professor of Geology and Mineralogy, Colorado College, 1898-99; Instructor in Science, Colorado Springs High School, 1899-1900; Honorary Mineralogist to the Paris Exposition, 1900; Instructor in Geology and Physiography and Sub-master of the Brockton High School, Brockton, Mass., 1901-1903; Professor of Mineralogy and Petrography, New Mexico School of Mines, 1903-04; Instructor in Geology, University of Illinois, 1907-1911. Present position since 1911.

CHARLES RAYMOND ATKINSON, Ph.D., Professor of Economics and Politics.

A.B., George Washington University, 1908; A.M., Columbia University, 1909; Ph.D., Columbia University, 1911; County and City

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Superintendent of Schools, ten years; Acting Professor of Political Science, Oberlin College, 1911; Professor of History and Political Science, Ursinus College, 1911-12. Present position since 1912.

FREDERICK GEORGE RUFF, A.M., S.T.B., Professor
of German.

A.B., German Wallace College and Nast Theological Seminary, Berea, Ohio, 1902; A.M., Northwestern University, 1903; S.T.B., Garrett Biblical Institute, 1904; Graduate Student, University of Wisconsin, 1905-08; Instructor in German, Lawrence College, 1909-1913. Present position since 1913.

MARK SEAVEY CATLIN, Ph.B., LL.B., Athletic
Coach.

Ph.B., University of Chicago, 1905; LL.B., University of Iowa, 1909; Director of Athletics, University of Iowa, 1906-1909. Present position since 1909.

SARA PARKES TREAT, Instructor in Physical Educa-
tion.

Graduate, Northwestern University, Cumnock School of Oratory, 1898; Columbia School of Expression, Summer, 1896; Professor of Oratory and Director of Physical Training for Women, Lawrence College, 1895-1898. Present position since 1909.

EDWARD DE WITT, A.B., Director of Athletics.

S.B., Muskingum College, 1907; Student, Harvard University, 1909-1910; A.B., Harvard University, 1910; Instructor, Harvard University Summer School of Physical Training, 1910-1912; Supervisor of Physical Training, Fort Morgan Public Schools, 1910-12. Present position since 1912.

ADAM C. REMLEY, S.B., Instructor in Mathematics and
Engineering.

S.B., in Civil Engineering, the University of Missouri, 1912; Draftsman in Architectural Office of Sasse & Roberts Company, Columbia, Missouri, Summer, 1912. Present position since 1912.

GEORGINA HACKWORTHY, A.B., Instructor in Latin.

A.B., Lawrence College, 1912. Present position since 1912.

OTIS MELVIN WEIGLE, S.M., Instructor in Chem-
istry.

A.B., Iowa State Teachers' College, 1908; S.M., University of Iowa, 1912; Student Assistant in Physics, Iowa State Teachers' College, 1907-08, and Summers, 1906, 1908, 1909; Instructor in Chemistry, *ibid.*, Summer, 1910; Professor of Chemistry and Physics, Memorial University, 1908-10; Assistant and Graduate

LAWRENCE COLLEGE

Student in Chemistry, University of Iowa, 1910-11; Fellow in Chemistry, *ibid.*, 1911-12; Instructor in Chemistry, *ibid.*, Summer, 1912. Present position since 1912.

JOHN SEAMAN GARNES, Dean of the School of Expression and Professor of Public Speaking.

Graduate, Drake School of Oratory, 1898; Instructor in Oratory, Drake University, 1898-99; University of Minnesota, 1900-1903; Graduate, Curry School of Expression, Boston, 1904; Instructor, Boston School of Expression, 1906. Present position since 1906.

F. WESLEY ORR, B.L., Professor of Public Speaking.

B.L., Drury College, 1901; Graduate, Curry School of Expression, Boston, 1905; Instructor in English and Public Speaking, Woodbury Forest School, Orange, Va., 1905-06; Professor of English and Public Speaking, Pacific University, 1906-10. Present position since 1910.

ROBERT J. FRY, B.O., Instructor in Oral English and Composition.

Platform Artist's Diploma, Lawrence School of Expression, 1910; Student, University of Wisconsin, Summer, 1910; Teacher of English in Eau Claire (Wis.) High School, 1910-12; B.O., Lawrence College, 1912. Present position since 1912.

JOSEPHINE RETZ-GARNES, Instructor in Expression, Harmonic Gymnastics, and Voice Culture.

Student, Cumnock School of Oratory, 1898; Graduate, Drake School of Oratory, 1900; Graduate, Curry School of Expression, Boston, 1903. Present position since 1908.

WILLIAM HARPER, Dean of the Conservatory of Music and Instructor in Singing.

Student in America under Courteney, Del Puente, Rivardo, and George Sweet, 1892-1900; Student under Buzzi Peccia of Italy, 1901-3. Present position since 1907.

EDGAR BRAZELTON, Instructor in Pianoforte, Harmony, Counterpoint, and Analysis.

Student under Emil Liebling, Frederick Grant Gleason, Edmond W. Chaffee, and William Lewis of Chicago, 1893-97; Student in Paris and London, 1900; Director, Normal School Conservatory of Music, Marion, Ind., 1897-99; Teacher of Piano, Chicago Piano College, 1889. Present position since 1909.

ARTHUR H. ARNEKE, A.G.O., Instructor in Organ, Pianoforte, and Harmony.

Graduate, Gullmant Organ School, N. Y. C., 1908; Student in Piano under Emil Liebling, Chicago; Student in Theory under Clement R. Gale, New York; Teacher, Lombard College, Galesburg, Ill., 1908-09. Present position since 1910.

THE FACULTY

GEORGE R. KURTZ, Instructor in Organ and Piano-forte.

Graduate, Cincinnati College of Music, 1898; Organ with W. S. Sterling and Harrison Wild; Piano with Signor Gorno, William Sherwood, and Walter Spry; Head of Piano Department, Fargo Conservatory of Music, 1911-1912. Present position since 1912.

RUBY CAMPBELL LEDWARD, Instructor in Voice.

Student under L. A. Phelps, 1894-97; Student under Mrs. Lucille Tewkesbury, 1903-11. Present position since 1911.

CARL J. WATERMAN, Instructor in Singing, Public School Methods, and History of Music.

Graduate, Lawrence Conservatory of Music, 1905; Student in Methods of Teaching Public School of Music under O. E. Robinson, Chicago Public Schools, 1907-1910; Student in Singing under Karleton Hackett, Chicago, 1907-1910; Teacher of Vocal Music, Industrial School, Waukesha, 1906-09. Present position since 1910.

MRS. EDGAR BRAZELTON, Instructor in Pianoforte.

Student in Piano, Baptist College, Sioux Falls, S. D., 1900-01; Graduate, Coe College Conservatory of Music, 1905; Student under Homer J. Grunn, 1901-02; Student under Edgar A. Brazelton, 1906-08; Teacher of Piano, Brazelton Conservatory, 1906-09. Present position since 1909.

PERCY FULLINWIDER, Instructor in Violin.

Student in Violin under Jose Marien, College of Music of Cincinnati, 1903-07; Student in Harmony, Sight-singing, Ear-training, History of Music, etc., *ibid.*, 1903-07; Head of the Department of Violin, Dakota Wesleyan University, 1907-10. Present position since 1911.

LERA THACKRAY, Instructor in Piano and Elementary Theory.

Graduate, Teachers' Training Course, Lawrence Conservatory 1910. Present position since 1911.

ELSIE BUCK BOTTENSEK, Instructor in Painting.

Student under Selina Clark, Professor Lydston, the Misses Dodge, and Mrs. Frackelton. Present position since 1886.

AIMEE BAKER, Instructor in Drawing.

Student, Art Institute, Chicago; Student, Academy of Fine Arts, Chicago. Present position since 1909.

ELIZABETH CATLIN, Instructor in Water Color and Figure Drawing.

Student under John Vanderpool, Frederick Frier, Ralph Clark-son, John Johansen, Art Institute of Chicago, four years;

LAWRENCE COLLEGE

Graduate, *ibid.*, 1906; Instructor of Costume Sketch Class, *ibid.*, 1905-6; Private Studio, Aurora, Ill., 1905-6; Student under Johansen in the Saugatuck, Mich., Out-door Class. Present position since 1911.

CLARA HUDSON FAIRFIELD, Instructor in Pottery and Decorative Design.

Diploma in Art, Union Christian College, 1885; Student, School of Design, Cincinnati, 1885-6; Director of Art, Union Christian College, 1885-92; Teacher of Art, Clarinda Institute, Iowa, 1892-95; Student, New York State School of Ceramics, 1907-9. Present position since 1912.

LABORATORY AND OTHER ASSISTANTS

RAYMOND B. CRAMER, Assistant in Biology.

WILLIAM M. COLLINGE, Assistant in Physics.

CLIFFORD C. WATERHOUSE, Assistant in Chemistry.

FRANCES THURBER, Assistant in Chemistry.

ZELIA ANNE SMITH, S.M., Librarian.

S.B., Lawrence University, 1882; S.M. *ibid.*, 1885. Present position since 1883.

LESTER BURTON ROGERS, Ph.D., Secretary of the Faculty.

OLIN MEAD, B.C.E., A.M., Registrar.

GEORGIA BENTLEY, Secretary to the President

COMMITTEES OF THE FACULTY

ATHLETIC BOARD OF CONTROL—Professor Moore.

ATHLETICS—Professors Spencer, Moore, Mullenix, De Witt, Mrs. Treat.

CATALOGUE—President Plantz, Professors Spencer, Fairfield, Youtz.

CHAPEL ATTENDANCE—Professor Atkinson.

CHRISTIAN WORK—Professors Naylor, Vaughan, Carter.

CLASS OFFICERS—Freshmen, Professors Naylor, Wright, Lymer, Trever, Atkinson, Corkhill, Bagg; Sophomores, Professors Moore, Rogers, Fairfield, Bushnell, Youtz; Juniors, Professors Treat, Farley, Mullenix; Seniors, President Plantz; Graduate Students, Professor Naylor.

COMMENCEMENT—Professors Treat, Bushnell, Bagg.

DISCIPLINE—President Plantz, Professors Treat, Naylor, Fairfield, Carter.

ENTERTAINMENTS—Professors Bagg, Eddy, Corkhill.

ENTRANCE CREDITS—Professors Rogers, Farley, Youtz.

LIBRARY—President Plantz, Professors Atkinson, Ruff, Miss Smith.

ORATORY AND DEBATE—Professors Garns, Bushnell, Orr.

SCHEDULE AND SEATING—Mr. Mead, Professor Ruff.

SCHOOL VISITATION—President Plantz, Professors Vaughan, Naylor, Rogers.

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fairfield, Moore, Carter.

STUDENT EMPLOYMENT—Professors Bushnell, Vaughan, Farley, Ruff.

TEACHERS' BUREAU—Professors Treat, Rogers, Farley.

GENERAL INFORMATION

Location and Equipment

LOCATION

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and Northwestern, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connection with the Wisconsin Central, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad now in process of construction, will probably reach Appleton in another year. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that within a few months the Fond du Lac line will be extended to Milwaukee.

The city of Appleton, with a population of over 17,000, is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and tempta-

tions of a great metropolis. Its semi-rural surroundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life, while at the same time the city is large enough to be visited by the best talent in the country.

CAMPUS

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The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

ATHLETIC FIELD

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus, but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for out-door sports, and has been provided with a grand-stand, bleachers, and a cinder running track.

BUILDINGS

The College Hall.—This building is a substantial stone edifice four stories in height. It is in the classic style of

architecture, and is admirable in its harmonious proportions and imposing appearance. It is practically covered with a magnificent ivy of many years growth. It was erected in 1853, and was for some years the largest and best college building in the West. It contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies. The School of Expression is, for the present, located in this building.

Stephenson Hall of Science.—This building is named after the Honorable Isaac Stephenson, of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone, and, including the basement, all of which is used for laboratory purposes, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscopes and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the uses for which it was designed. Men of eminence in science who have visited it, have pronounced it one of the best science buildings in the country possessed by an institution of college rank.

Carnegie Library.—The erection of a library was made possible by a gift of \$54,000 from Mr. Andrew Carnegie in 1905. The building, completed in the following year, is

seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in height, and much admired as an excellent specimen of modern classic architecture. The basement contains an unpacking room, a repair room, a magazine room, a stack room and two lecture rooms. On the first floor are a large reading room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room, there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892, and was largely the gift of the citizens of Appleton.

It is an excellent two-story building, devoted to the use of the astronomical and mathematical departments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with a transit-circle, a ten-inch telescope, a spectroscope, a chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to ten o'clock. Special arrangements may be made with high schools or out-of-town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious dining-room that will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Brokaw Hall.—Brokaw Hall, named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910 and designed to serve as the headquarters of the Y. M. C. A. and as a dor-

mitory for men. It is one hundred and forty-five feet long by sixty broad, with four stories and a basement. The building has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria and a dining-room, rooms for the resident professor and for the matron, and dormitory rooms for 126 men. It is located on the west of the campus, is in the colonial style of architecture, and cost, with the site, over \$75,000.

Peabody Hall.—Peabody Hall, the gift of the late George F. Peabody of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building is well arranged, and is well equipped with musical instruments.

Practice Building.—In 1906 the trustees purchased a commodious building for the Conservatory. Since the erection of Peabody Hall, it is used as a practice building. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

Music Dormitories.—These are four commodious residences which are used as dormitories for women students in the departments of music and expression.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating

plant, by means of which the different buildings are heated.

LIBRARIES

The College Library.—The library is housed in the building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Mr. Samuel Appleton of Boston, Massachusetts, who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund and the money received from a student library fee, together with the profits from the college book-store, are used for the maintenance of the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 30,000 books and 9,000 pamphlets, and has an excellent subject and author card catalogue. It is open throughout the day, including Saturday. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive, and is supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library was established in memory of the late Professor Hiram A. Jones, who for forty-four years held the chair of Latin

Language and Literature. It adjoins the Latin lecture room and by the generosity of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

Departmental Libraries are provided for most of the departments, especially those of German, mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 12,000 volumes.

MUSEUM

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections, arranged with special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens, representing the flora of the state, of various parts of the United States, and of foreign countries. A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended. It has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons,

some of which are very rare and valuable; those of the coal measures are especially fine and complete.

Some years ago the college purchased the extensive conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni residing in various parts of the world, especially those in missionary fields. There is a special alcove set apart for the relics of American history which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT

The Chemical Laboratories.—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first-year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen stu-

dents, a room for organic combustion with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing, among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. The laboratories are provided with large hoods covering each section of desks, all connected with a 60-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, a smaller laboratory, a constant temperature room, a dynamo and motor room which is also used as a laboratory, a large dark room, a storage

battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished recitation room equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the student's work.

The Biological Laboratories.—The rooms of this department, which occupy the second floor of the science building, include a large, well equipped lecture room, the office of the professor, a dark room, store room, preparation room, culture room, histological laboratory, two large laboratories, and a departmental library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, with lantern slides, a projection and a microscopic stereopticon, opaque projection lanterns, charts, models, compound and simple microscopes of the best American and European makes, and a full line of apparatus for histological, physiological, and bacteriological work and demonstrations. Each student has his own desk and locker, simple and compound microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories there is a room with special heating and lighting, for experimental plant physiology for the growth of material for class work.

The museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, a store room, and a large and a small laboratory. The lecture room is equipped with a stereopticon and with maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the palaeontology of Wisconsin, is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose. The department is provided with models, transits, levels, a theodolite, plane table, surveyor's compass, sextant, current

meter, aneroid and mercurial barometers, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying astronomy, few institutions of college rank have so complete an outfit open to students. The observatory is fitted with a ten-inch equatorial and a four-inch meridian transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sidereal, and an electrical; a sidereal chronometer, chronograph, polarizing helioscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION PURPOSE

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, to give thorough discipline, and to develop correct habits of observation and reflection. The college is not intended to prepare men for any of the special occupations and professions, but, by affording a good general education and careful preliminary training, to make them ready to enter upon professional courses.

IDEALS

The ideal sought by the founders of the institution is the development of manly and womanly character based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or to impart sectarian tenets. The charter especially provides that no religious tenets shall ever be exacted of trustees, teachers, or students; but, while free from sectarian bias, the institution exalts those great religious ideals and conceptions that have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties, but believes that it should also develop the moral character and cultivate the spiritual life. It seeks to prepare men not

simply for business success, but for "complete living,"—for all the responsibilities that life in society may bring.

GOVERNMENT

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offenses admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and the spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students will be governed in the disclosure of facts rather by the dictates of conscience and common sense than by any false sense of honor. In case of injury to persons or property, or

of gross immorality, the same principle will be observed respecting the requiring of testimony as prevails elsewhere in civil society.

At Ormsby Hall and at Brokaw Hall a system of self-government based on the honor of the student, prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

STUDENT COUNCIL

A student council composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All-College Day, one of the most important events in the entire year; this is a day set apart early in the year, on which sophomore and freshmen classes test their comparative strength in athletic contests. The student council serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

CLASS OFFICERS

Every student is under the supervision of some professor appointed by the president to act as his class officer. There are one or more such officers over each class, and those appointed continue with the class through the junior year, all of the seniors coming under the supervision of the president. The class officers watch the work of the

students under their charge, receive reports from their teachers, and make a statement of the same to the president at the end of each semester and to the student's parents or guardians when desired. The class officer is always available for conference in all that relates to the school work of the student, or in other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The class officers for the year 1913-14 are as follows: Freshmen, Professors Naylor, Wright, Lymer, Corkhill, Atkinson, Bagg, Trever; Sophomores, Professors Moore, Rogers, Bushnell, Youtz, Fairfield; Juniors, Professors Treat, Mulenix, Farley; Seniors, President Plantz; Graduate Students, Professor Naylor.

LEAVE OF ABSENCE

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absence from class thus occasioned will be excused only when a leave of absence has been properly secured.

MORAL AND RELIGIOUS LIFE

Lawrence is a Christian, not a sectarian, college. The trustees and the teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Member-

ship in the student Christian organizations is conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. There are twice as many religious services at Lawrence every week as the average church offers its constituency. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There are few if any colleges where the religious tone is higher.

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly col-

legiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. From fifteen to twenty devotional Bible classes are conducted throughout the year by the Christian associations.

10. A missionary reading and lecture course and missionary meetings of the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view, a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented, not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth century men and women.

SOCIAL LIFE

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many

persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events, largely in the hands of the students, are held under the auspices of the college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. The Lawrence Union is an organization which seeks to afford social opportunities to non-fraternity men. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

ATHLETICS AND PHYSICAL EDUCATION

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate to their needs. The taking of physical exercise on the part of all students is encouraged, the gymnasium being open from 9:00 A. M., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Out-door sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis is placed, not so much on the production of expert teams as on the cultivation among the students of a love of out-door life and sport, the students have been exceptionally

successful in their athletic contests with other colleges. Indoor athletics are also developed by class instruction, by work in swimming, fencing, wrestling, and by such games as basket-ball, etc. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the Faculty Committee on Athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium. Students who are below grade in more than one course cannot compete in any intercollegiate contest, and students who are below in more than two courses must drop out of all athletic teams until their work has been made up.

LIVING EXPENSES

Living Expenses for Men.—A dormitory, Brokaw Hall, has recently been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the Middle West. It provides rooms for 126 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent matron who looks after its management and the welfare of the residents. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5.00, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15 that he wishes his room engagement canceled, the deposit is returned, but in no case thereafter. Students who leave the Hall before the end of the semester will be required to pay for the room until the end of the semester, unless

they leave by reason of sickness and under a physician's orders.

The building is heated by steam and lighted by electricity. The rooms are furnished with davenport beds, mattresses, pillows, one table, chairs, bureau, and rugs. The towels, sheets, pillow cases, blankets and napkins are provided by the student, as are also room decorations. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined fifty cents for each violation, the fine being deducted from the deposit money. Push buttons, however, which may be obtained at the college book-store, may be used on the plastered walls, but not on the woodwork. Students will be charged with all breakage due to their own carelessness.

All freshmen, unless excused by the president for adequate reasons, are required to room and board at Brokaw Hall. The price of rooms including board is from \$155 to \$180 per year, according to the location and size of the room. The most costly rooms are suites of sitting room and sleeping room. Seventy-five cents per week extra will be charged students who room alone. Room rent includes heat, light, and the washing of towels, napkins, and bed linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in addition to this amount. Dinners are served in the dining-room, but breakfast and suppers are given in the cafeteria.

Payment for rooms and board is made at the beginning and middle of each semester; after ten days an extra charge of \$1.00 per week will be made as long as the bill remains unpaid, unless for exceptional reasons special arrangements have been made to postpone payment.

An average estimate of the living expenses of men who

live in Brokaw Hall is \$160 a year for room and board. This estimate does not include tuition, incidental fees, books, or personal expenses. A student can room in Brokaw Hall and pay his entrance fees, books, room, and board for \$210 to \$220 a year.

Some students secure rooms in the city and board themselves, thus reducing their living expenses to \$125 to \$150 a year. There are accommodations for about seventy men in the fraternity houses.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex, or in other dormitories. The Hall is in charge of a competent matron and a dean, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied by a deposit of \$5.00, without which no room will be reserved. If a room is engaged and the matron is notified to cancel it before August 15, the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester will be required to pay the room rent till the end of the semester, unless they leave by reason of sickness and under a physician's orders.

The dormitories furnish accommodations for about two hundred and fifty women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, one table, chairs, bureau, a wash-stand, mirror, bowl, and pitcher. Other articles students will provide for themselves. The floors are oiled, or painted, and may be so used, unless the student prefers a rug or carpet. Rooms in Brokaw Hall, including board, are

LIVING EXPENSES

\$155, \$165, \$175 and \$180 per year according to location and size of room. Seventy-five cents extra per week will be charged students who room alone. Room rent includes heat, light, and washing of towels and bed linen not to exceed six pieces. Students must pay regular rates for all laundry in addition to this amount. All linen should be plainly marked.

A resident nurse is employed at Ormsby Hall, and her services are free to all inmates both of the Hall and the Annex.

Payment for room and board is to be made as follows: one fourth at the beginning of each semester and one fourth the Monday following the Thanksgiving and the Easter vacations. One dollar a week will be charged as a fine for each week board remains unpaid after the dates mentioned, unless special arrangements have been made.

Reductions are not made for absences of less than one week in extent. Women from abroad are required to board in the dormitories, unless for adequate reasons and at the request of their parents or guardians they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for any damage done to the room.

Cottage dormitories are provided for students in the Conservatory of Music and the School of Expression. They are described under those departments.

An average estimate of living expenses for women who board and room in Ormsby Hall, with heating, lighting, and washing included, is \$160 per year. Students who board themselves reduce their expenses for board to \$125 to \$150 per year. These estimates do not include tuition, incidentals, or personal expenses.

A student can room in Ormsby Hall and pay for room,

board, all college fees and books, but not personal expenses, on from \$210 to \$225 per year.

SELF-HELP

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very much limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, and so forth. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

LOAN FUNDS

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest bearing notes, with indorser, and are to be paid at such a time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS

1. No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed.

The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. *Lyman A. Jones Scholarship*.—The income from \$1,000.

3. *Samuel A. Jones Scholarship*.—The income from \$2,000.

4. *Tuition Scholarships*.—Limited in number but providing free tuition, at the discretion of the president.

5. *McMullen Scholarship*.—This scholarship was founded by John C. McMullen of Oakland, California, a member of the class of 1880. It is bestowed "at the discretion of the president upon any worthy student having promise of future usefulness and studying in the departments of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about \$70 a year.

6. *Helen Fairfield Naylor Scholarship*. — This scholarship was founded by the late Mrs. W. S. Naylor's last earnings before she was married. In view of its source the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The

awarding of this scholarship will be made by the president of the college and the professor of biblical literature.

7. *The University of Wisconsin* has granted the faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

8. *Rhodes Scholarship*.—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

9. *Freshman Scholarships*. — Three scholarships of \$100 each will be awarded to freshmen on the basis of competitive examinations, held a few days after the opening of the fall semester, in the high-school subjects of English, Latin, and mathematics. These scholarships are called the Norman Brokaw scholarship, the F. E. Saecker scholarship, and the Lawrence scholarship. All students regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

PRIZES

Annual prizes have been established in this institution as follows:

1. *Lewis Prize*.—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the College of Liberal Arts.

2. *President's Prize*.—This prize, for excellence in declamation, is open to juniors and sophomores.

3. *College Prize*.—This prize is for excellence in oratory, open to members of the junior class. All orations must be handed in by the first week in January.

4. *Tichenor Prize*.—This prize, founded by Charles I. Tichenor, A.M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by comparative examination in English literature, and is open to all sophomores. The courses upon which the examination will be based are those in Shakespeare, Milton, the Novel, Eighteenth Century Literature, and Nineteenth Century Literature.

5. *Alexander Reid Prize*.—This prize, founded by a bequest of the late Alexander Reid of Appleton, is the interest on \$500, to be given the student who writes the best essay of from 1,000 to 2,000 words.

6. *Hicks Prize*.—This prize is awarded to that member of the sophomore class who shall write the best English composition. This prize was established by Honorable John Hicks, of Oshkosh.

7. *Two Prizes for Work in Latin*.—(a) The McNaughton Prize, given by John McNaughton, is awarded

STUDENT ORGANIZATIONS

to the student who shall attain the highest proficiency in the work of the sophomore year; (b) The Peabody Prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in the work of the sophomore year.

8. *Vaughan Prize*.—This prize is offered for the best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." The prize is given by Professor J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

9. *Ralph White Prize in Mathematics*.—This prize was established by the late Mrs. Mary White as a memorial to her son, Ralph White, '99. It is given for the highest standing in mathematics in the sophomore year.

10. *The Fred Felix Wettengel Prizes*.—These prizes are given by Fred Felix Wettengel of Appleton, Wisconsin, and are as follows:

(a) Three prizes offered for the highest general scholarship in the School of Expression. The first prize is in the sum of \$35; the second, \$25; and the third, \$15. They are bestowed by the Dean of the School of Expression.

(b) A prize of \$25 is given to the winner of first place in the interclass oratorical contest and is bestowed at the time of the contest by the president.

(c) Mr. Wettengel has also given \$25 which shall be used in the purchase of forensic L's. These L's are awarded to those who have participated in three successful intercollegiate debates, or one successful debate and one oratorical contest in which he shall have won a place.

STUDENT ORGANIZATIONS

Literary Societies.—There are four literary societies con-

nected with the institution: viz, the Philalathean and the Phoenix for men, and the Athena and the Lawrean for women. They have commodious halls provided by the college, which through the liberality of members and friends, are well furnished. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are four fraternities and four sororities connected with the college. The fraternities are well located in private houses—either owned or rented,—and all have members of the faculty associated with them as honorary members. The sororities are strong and hold their session in the women's halls. These organizations are important factors in the social life of the college.

The All-College Club.—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrentian Publishing Association. This is known as the All-College Club. The object of this club is to “unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the *Lawrentian*, and to extend the influence of Lawrence College.” Any student, alumnus, member of the faculty, or friend of the college may become a member of the All-College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club's jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision of each of these interests.

The Board of Control of Athletics consists of members representing every phase of the club membership. All athletic activities, such as football, basket-ball, baseball, the Pentathlon, and the track and field events are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

The Board of Control of Oratory and Debate is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

The Board of Control of the Lawrentian consists of student members of the All-College Club, who constitute the editorial staff. The board has full charge and supervision of the financial and literary policies of the *Lawrentian*.

Language Clubs.—1. A German club has been organized under the direction of the Department of Modern Languages, and has been productive of most satisfactory results. Conversation in German is expected of all the members, and German literary programs are rendered.

2. The Modern Language Department has also organized a *Cercle Francais* for those desiring more practice in speaking French than is possible in the class room.

3. *Latin Club.*—A Latin Club is conducted under the auspices of the Latin department and aims to promote an interest in the life, literature, and antiquities of the Ro-

mans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

Chemistry Club.—A chemistry club has been organized for the purpose of acquainting the students with the latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

The Theological Club.—Young men preparing for the Christian ministry have formed a club which meets once in two weeks.

The Philosophical Club.—This is an organization of members of the faculty, citizens, and students. It meets monthly, when a paper is read and a general discussion is held. The aim is to arouse interest in philosophic themes and to keep the members informed on the latest developments in philosophic thought.

Physics Club.—The purpose of this organization is to stimulate interest in the work of the department by keeping its members in touch with the development that is so rapidly taking place both in physics itself and in the application of its principles to the commercial problems of the day. Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line,—manufacturing, teaching, or engineering,—is secured for one or more addresses.

Musical Organizations.—There are several musical organizations, such as glee clubs, quartettes, the Choral Union, the College Band, and the Orchestra, which are un-

der the supervision of the faculty of the Department of Music. The musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies are not permitted to continue their connection with any of these organizations.

PUBLICATIONS

The Lawrentian is published weekly by the All-College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

The Ariel.—*The Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the junior class, is a spicy account of the events of the year at Lawrence.

The Lawrence Bulletin.—*The Lawrence Bulletin* is published monthly by the trustees, and is intended to discuss topics of interest to the friends of the college, as well as educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

The School of Expression Bulletin.—A bi-monthly publication of the Department of Expression.

The College Catalogue.—The College publishes a yearly catalogue in which a full description of the work of the institution is printed. The catalogue is sent free on application.

The Alumni Record.—An *Alumni Record* is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

The Lawrence Latinist.—This is a publication issued by students in the Department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

TEACHERS' BUREAU

Some years ago a bureau was established to assist former graduates and students about to graduate in securing positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Professor C. W. Treat.

EXTENSION LECTURES

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical, but are designed for general audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested

may address the president, who will send a list of speakers, together with their subjects, terms, and any other information that may be desired.

PUBLIC LECTURES

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as to members of their classes. During the past year the following eminent speakers have addressed the students: Honorable E. M. Griffith, Professor W. A. Scott, Honorable T. S. Adams, Honorable M. S. Dudgeon, Honorable H. L. Ekern, Judge O. T. Williams, Thomas E. Wooley, Bishop J. W. Bashford, and Bishop T. S. Henderson.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. There are also two exceptionally strong musical courses in which the greatest artists appear. The Conservatory of Music has the supervision of one of these and engages for it the most celebrated musicians of the country.

ALUMNI ORGANIZATION

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, holding a banquet during the season of the Wisconsin State Teachers' Association, which is held in Milwaukee early in November. There are also alumni organizations in New York, Chicago, Racine, Minneapolis, Wausau, and Los Angeles.

COLLEGE OF LIBERAL ARTS

General Regulations

THE COLLEGE YEAR

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the second Wednesday in September; the second semester begins on the first Wednesday of February. The studies of the college have been so arranged that students can begin their courses with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins the Wednesday noon before Christmas; recitations are resumed Thursday, January 2, at eight o'clock. There is no recess between the first and second semesters.

REGISTRATION

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his class officer for advice and assistance in the selection of his studies. He then takes the two cards made out by the class officer to the college office and pays his semester's dues. One card containing his name, address, and other information is left at the office; the other, after having been countersigned by the registrar, must

be presented to the different teachers for their signature before he may be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the registrar. If the student does not thus return his card within fourteen days from the time of registration, he will be fined \$1.00. Students who neglect to register before 9 A. M. Thursday morning will be charged \$2.00 and will be marked absent from all recitations missed in every class that they subsequently enter. In registering, the student will leave with the registrar a list of credits from such secondary schools or colleges as he may have attended.

Any student who wishes to change a study after having registered for it must secure his card at the college office, present it to his class officer who alone has the right to make such a change, present the card to the teacher into whose class he is to enter, and return the same after being signed to the office.

Students having registered in a class must obtain permission to drop it and must so inform the teacher or they will be recorded on the registrar's books as having failed in such subject.

LIMITS OF WORK ALLOWED

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first semester he is enrolled, nor subsequently unless his average standing during the preceding semester has been A. An exception is made in the case of juniors and seniors who are behind their respective classes, the former being permitted, at the

discretion of the faculty, two hours extra per semester, and the latter being granted such work as the faculty may determine. Special students may take such work as may be arranged for with the president.

FEES

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester are as follows:

Tuition	\$ 3.00
Incidental Fee, including library and gymnasium fees and club ticket	27.00
Graduating Fee	10.00
Examinations at other than regular times	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Geology	1.00
Mineralogy	3.00
Physiology	3.00
Surveying	2.00
Astronomy	2.00
Experimental Psychology	2.00

Students taking more than seventeen hours work per week will be charged one dollar and seventy-five cents for every additional hour. Students taking less than regular work are charged two dollars for each hour of credit.

Students taking five hours or more are required to purchase a club ticket.

All bills must be settled in advance; and when for any

ATTENDANCE

cause they are not paid within the first three weeks, one dollar extra per week will be charged.

No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester. College students absent for a semester or part of a semester and still continuing with their classes will be charged the regular semester fees.

Students' bills are two dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

ATTENDANCE

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one-tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from the daily standing and final examination as follows: one-half per

cent for 4 or 5 hour, one per cent for 2 or 3 hour, and one and one-half per cent for one hour studies. For each absence in excess of one-tenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise he will be so marked in the instructor's record book, and three such unexcused tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of \$1.00, unless he can show that he was detained by sickness.

Teachers are to report all students who are absent one-tenth of the recitations of a course to the president as soon as that number shall have been reached.

If a student drops a class without permission from his officer, he will be reported "failed" in the study. A permit to drop a study must be presented within two weeks after it is granted.

Unexcused absences from chapel are treated the same as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one-half hour credit

HONOR SYSTEM

from the semester's credits of the delinquent student. Members of the Jewish and the Roman Catholic churches are excused from chapel attendance.

Excuse for absences may be obtained only from the student's class officer.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

EXAMINATIONS

Written examinations in all courses are held at the close of each semester. Three hours are given for all four- and five-hour courses, and an hour and a half for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it and, if it be a required study, must take it again in class. A student who fails to remove his condition within ten weeks after the opening of the semester following that in which it was incurred, will be counted as having failed in that course. A student who, by special permission, is given the privilege of taking an examination or a monthly quiz at any other than the regular time, must first pay the registrar a fee of \$1.00. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the

examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

GRADING SYSTEM

In determining a student's rank, the combined marks of daily recitations, quizzes, articles, and reports count as two-thirds, and the final examinations as one-third in the standing for the semester. Students whose average daily grades are below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for any sufficient cause, his grade may be determined by examination alone.

The following is the system of grades:

A	90-100	D	Incomplete
B	80-90	E (Conditioned)	60-70
C	70-80	F (Failed)	below 60

The letter D signifies that the grade is withheld because the work of the course has not been fully completed. Unless the work is brought up and grade reported within ten weeks of the beginning of the next

semester that the student is in college, the grade becomes E, and is so recorded.

E signifies a condition. The student who has a condition must pass a second examination to obtain credit in the subject. He may pass this examination at any of the regular examination periods during the next semester in college. Otherwise the E is changed to F.

F signifies failure, the student receiving no credit for the course. If it is a required study, he must take it again in class. If it is an elective, he must either take it again or take some other course in its place. Students who receive F will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to F. At the end of every month students who have received a mark of less than C in their daily work will receive notification.

Teachers are required to report at the first faculty meeting each month all students in their classes whose grade is below C.

A student who, during his first semester of residence, does not receive at least C in one-third of his hours is dropped from the college.

When a student after his first semester has been marked F in one study, or has been conditioned in two or more studies, he is regarded as on probation, and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has been marked F in two or more studies, the president may forbid his return to college.

Members of the senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS

Every teacher reports monthly to the president, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work he is notified and counselled to bring up his standing. If the failure continues two months in succession, his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college reports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

CONSULTATION HOURS

In order to be as helpful as possible to students, each teacher has two or more consultation hours every week, at which time he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of moral and religious character.

HONORS IN SCHOLARSHIP

Honors in scholarship may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings.—Honor standings are awarded at the close of each academic year, according to the following provisions: at the close of the freshman, sophomore, and junior years high honors are given those who have attained the grade of A in at least eighty per cent of their hours without falling below B in any course. Honors are given to those who have attained a grade of A in at least sixty per cent of their hours without falling below B in any course.

Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Students who, during their sophomore, junior, and senior years, have maintained a grade of A in not less than fifty per cent of their courses and have not fallen below B in more than two per cent, will be graduated *cum laude*. Students who, during the last three years of their college work, have maintained a grade of A in two-thirds of their courses and have not fallen below B in any course, will be awarded *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence and cannot be awarded if a student has fallen below A in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors.—Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of

the department in which they desire honors by the time they have completed the required work in that department.

2. No person may become a candidate for honors in two departments except by vote of the faculty.

3. All candidates for honors must be candidates for a degree and in full standing with their classes.

4. Candidates must not fall below the grade of B in more than fifteen hours and must obtain a grade of A in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors, must elect at least eight additional hours, and must do such collateral work as the professor in charge of the department shall assign. The results of this collateral work must appear in a thesis of satisfactory length representing investigation equal to at least six semester hours, which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of A, and will receive special mention at the commencement at which the honor is taken.

GRADUATION

The College of Liberal Arts grants but one bachelor's

GRADUATE WORK

degree, the bachelor of arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained a grade of at least B in not less than forty per cent of the required hours.

3. All conditions and "incompletes" must be removed by the tenth week of the last semester.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of bachelor of philosophy is outlined.

The degrees of bachelor of oratory and bachelor of music will be conferred upon those students who fulfill the requirements of the faculty for such degrees. These requirements are stated in the paragraph on degrees in those parts of the catalogue given to the Conservatory of Music and the School of Expression.

GRADUATE WORK

Graduate work may be pursued for the degree of master of arts.

This degree will be conferred upon graduates of Lawrence, or of any college of recognized standing, who shall have completed one year's resident graduate work at Lawrence.

The following requirements must also be fulfilled.

1. The candidate must present thirty hours of credit in advanced courses previously approved by the heads of the departments concerned.

2. Not less than half the time may be devoted to a

major subject, and at least one third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1 and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing graduate work are charged the same fees as undergraduate students. Graduate courses for degrees other than the master's are not given.

SPECIAL STUDENTS

Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose shall be determined by consultation with the president, who will act as their class officer, or who will refer them to some teacher who will have the oversight of their work. If a special student is

conditioned, or if he fail in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and must pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree may in any case enroll as a special student.

REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS

Any club, association, or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty committee on entertainment. No engagements may be made without the approval of such committee. A freshman with an entrance condition may attend, but he may not be a participant in such an entertainment without the permission of his class officer, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, or who is below grade in more than one study, is allowed to manage or to be a participant in any game, contest, or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he may be connected.

Members of athletic organizations are exempt from these rules in so far as they are in conflict with the rules of the Wisconsin Intercollegiate Athletic Association and of the local athletic committee.

JUNIOR EXHIBITION

The Junior Exhibition is one of the exercises of commencement week. The speakers are selected by the professors of English Language, English Literature, and Public Speaking on the basis of grades in composition and public speaking. A special contest may be held at the discretion of the committee. Seven speakers are selected, and in all cases those chosen to participate must be notified by the committee by the first day of March. The College Prize is awarded to the contestant who receives the highest markings on composition and delivery.

INTERCOLLEGIATE DEBATES

Several intercollegiate debates are held each year. These for the past few years have been with Albion, Carroll, Hamline, and Carleton colleges. In other years debates have been held with Ripon, Lake Forest, and Upper Iowa University. There are a freshman and two All-College debates every year. This work is under the supervision of the professor of public speaking.

CREDIT IN PROFESSIONAL SCHOOLS

If a student at Lawrence selects the group of studies that is designed for his particular calling, full credit for such work can usually be secured in professional schools. Thus the University of Wisconsin allows credit in its School of Agriculture, School of En-

HONORARY DEGREES

gineering, School of Pharmacy, and other departments. Northwestern University at Evanston, Illinois, has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, the School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in theism, science, the philosophy of religion, apologetics, and English Bible to complete their theological work in two years. In short, if the right selections are made, credit sufficient to enable the student to shorten the professional course one year, may be secured in most professional schools.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Students who change from either institution to the other will be given the rank of sophomores or juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to change at the end of their junior year, and where such cases occur, they will be dealt with on their individual merits.

HONORARY DEGREES

Honorary degrees are granted by the trustees on the recommendation of the faculty, but subject to a limitation stated in the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evidenced by

published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

TEACHER'S CERTIFICATE

The requirements for a teacher's certificate based upon a diploma granted by the college consists, in addition to work done in the major subject and to other work in the college, of twelve units, divided as follows:

- (1) Psychology (I)3 hours
- (2) One departmental teacher's course.....2 hours
- (3) Education 7 hours

If a departmental teachers' course is not taken, nine hours are required in the department of education. A departmental teacher's course may not be credited toward a teacher's certificate unless the subject concerned is offered as a major or a minor.

Upon the completion of the above work the college will issue a certified statement indicating the subject or subjects in which the requirements for teaching have been fulfilled, which may be presented to the state superintendent who will issue a license to teach for one year in any public school in Wisconsin. Graduates who have received this certificate, and can present to the state superintendent satisfactory evidence of good moral character, together with one year of successful experience as a teacher after graduation, are entitled to an unlimited state certificate.

Students expecting to make teaching their profession, are advised to take sufficient work in education for a second minor. Those wishing to take only the minimum number of hours in education required for a teacher's certi-

cate should select from the following courses: 1-2, 3, 4 and 8.

EXTRA-CURRICULAR ACTIVITIES

While believing that the experience gained by students from leadership and participation in the various activities of college life is important and should be encouraged, it has been found that limitations on such extra-curricular activities are desirable, in order that the regular college work may not be interfered with and that a greater number of students may have an opportunity to participate in such activities and thus secure the benefits they confer. With a view to accomplishing these ends the following regulations have been adopted—

1. All organized and other regular student extra-curricular activities of the college are classified on the basis of "units," the value of the "units" being the approximate amount of time per week required to perform such activities, together with the distraction caused thereby. (Some of the less important activities are listed as one unit each merely to limit the number in which any one student may take part.)

2. Students with an average standing of A in all registered courses are permitted a maximum of six units per week per semester of extra-curricular activities, provided they take no more than sixteen hours per week of regular college work. For each additional hour of regular college work taken, one unit is deducted from the maximum number of units of extra-curricular activity permitted. For each unit of extra-curricular activity taken in excess of the maximum of six units, one hour is taken from the number of hours permitted of regular college work.

3. Students with an average standing of B in all reg-

istered courses are permitted, subject to the same provisions as in (2) above, a maximum of five units per week per semester of extra-curricular activities.

4. Students with an average standing of C in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of four units per week per semester of extra-curricular activities.

5. For each "incomplete," condition, or failure a further reduction of one unit is made from the maximum number of units permitted any student on the basis of his average standing in all registered courses.

6. The following grouping of extra-curricular activities, based on their approximate values in units, has been adopted as a standard in determining the number of extra-curricular activities in which a student may engage:

ACTIVITY	Value in Units	
	per Semester	
<i>Ariel</i>	1st	2nd
Editor-in-chief	2	3
Business Manager	2	3
Assistant Business Manager	1	2
Staff	1	1
Athletic Board—		
Officers and Members	1	1
Athletic Manager	4	4
Baseball—		
College Team		2
Basketball—		
College Team	1	2
Substitutes and Second Team	1	2
Board of Oratory and Debate—		
Members	1	1

EXTRA-CURRICULAR ACTIVITIES

Class Organizations—	1st	2nd
Officers	1	1
Choir and Choral Club—		
Members	1	1
Debate—		
Intercollegiate Team	4	4
Freshman Team	4	4
Departmental Clubs—		
Officers	1	1
Dramatic Club—		
Members of Caste	3	3
Members of Club	1	1
Football—		
College Team	3	
Substitutes and Second Team	2	
Freshman Team	2	
Fraternities—		
House Stewards	2	2
Other Officers	1	1
Glee Club—		
Manager		3
Members	2	2
House Government Associations—		
Presidents and Other Officers	1	1
Lawrence Union—		
Officers	1	1
<i>Lawrentian</i> —		
Editor-in-chief	4	4
Assistant Editor	2	2
Business Manager	3	3
Assistant Business Manager	2	2
Staff	1	1

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Literary Societies—	1st	2nd
Officers	1	1
Oratory—		
Intercollegiate Representatives		3
Interclass Representatives	2	
Sororities—		
Officers	1	1
Student Senate—		
President	3	3
Vice-president	2	2
Secretary	1	1
Treasurer	2	2
Members	1	1
Track—		
College Team		2
Candidates		1
Y. M. C. A.—		
President	4	3
Treasurer	2	1
Manager of Employment Bureau	2	2
Other Officers	1	1
Y. W. C. A.—		
President	4	3
Treasurer	2	1
Other Officers	1	1

All officers of other literary, scientific, philosophic, social, athletic, or fraternal societies or clubs in Lawrence College, and all members of any athletic teams not mentioned above are reckoned as one unit.

Students engaged in any form of labor during the college year for maintenance are grouped individually by

EXTRA-CURRICULAR ACTIVITIES

their class officers, who classify them by dividing the number of hours per week devoted to such labor by four.

7. The record on which the number of units of extra-curricular activities is determined, is the record for the semester preceding the semester during which the student is engaged in such activities, except in the cases of freshmen and other students entering college for the first time, in which case the first month's record in college is the basis of determination.

8. The secretary of each student organization is required to file a list of officers-elect with the registrar within seven days after election. Failure to comply with this regulation on the part of any secretary deprives that secretary of the right to any extra-curricular activities for the semester.

9. Each student is required to present to his class officer, at the time of registration, a statement giving the extra-curricular activities in which the student expects to engage, together with his average standing in all registered courses for the preceding semester. The class officer records the number of units of extra-curricular activities of each student on his registration card and is governed by the regulations above in the further registration of the student. In case a student wishes to engage in extra-curricular activities after registration, or has been elected to some office after the opening of the semester, he shall present to his class officer a statement as above and have his registration card revised accordingly.

10. The failure of a student to comply with the above regulations means a forfeiture of the same number of hours of college credit as units of extra-curricular activity involved.

ADMISSION TO THE COLLEGE

CONDITIONS

Admission to the college is by examination or by certificate from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester, at 9 o'clock A. M., to accommodate those who enter at that time.

On the presentation of certificates giving their standings, graduates of any school that has been approved by the faculty may be admitted to the college without examination. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as the 30th of August, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profit-

REQUIREMENTS FOR ENTRANCE

ably continue in the class assigned, he may be remanded to such a class in that subject as he is prepared to enter; but the classification to which his certificate has admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and, in addition, certificates of regular dismissal will be required from those who have been students in other colleges.

REQUIREMENTS FOR ENTRANCE

Students are admitted to the College of Liberal Arts on the basis of units offered. A unit is understood to mean a subject pursued for forty-five minutes, five times a week, for one year, or an equivalent of that amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit: as, physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, nine of which are required and six are elective.

I. The following subjects are required of all:

English	3 units
Foreign Language	2 units
History, including Social Science ..	1 unit
Mathematics	2 units
Natural Science	1 unit

II. In addition to the requirements under I, six units must be offered from the following elective subjects:

Agriculture	$\frac{1}{2}$ to 1 unit
Botany	$\frac{1}{2}$ to 1 unit

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Chemistry	1 unit
Civics	$\frac{1}{2}$ unit
Commercial Geography	$\frac{1}{2}$ unit
Commercial Subjects	1 unit
Drawing	$\frac{1}{2}$ to 1 unit
Domestic Science	$\frac{1}{2}$ unit
Economics	$\frac{1}{2}$ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i>)	2 units
Greek (Homer's <i>Iliad</i>)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons, and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	1 unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	$\frac{1}{2}$ unit
Mathematics (Plane and Solid Geometry)	$1\frac{1}{2}$ units
Mathematics (Plane Trigonometry)	$\frac{1}{2}$ unit
Physics	1 unit
Physiography	$\frac{1}{2}$ to 1 unit
Physiology	$\frac{1}{2}$ unit
Psychology	$\frac{1}{2}$ unit
Theory and Art of Teaching	$\frac{1}{2}$ unit
Zoology	$\frac{1}{2}$ to 1 unit

Limitations.—Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial

REQUIREMENTS FOR ENTRANCE

or other vocational subjects. If no more than two units of foreign language are offered, they must, in order to meet the language requirements for entrance, be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in any sense, even in part, as meeting the language requirements.

Admission without Foreign Language.—Students entering the college are advised to present Latin, or Latin and a second foreign language, to the extent of at least four units. Students may be admitted, however, without any foreign language under the following conditions:

(1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects.

(2) The language requirements, however, must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit-hours required for graduation from the college. (3) Students admitted with a condition in language must elect at least three units of foreign language in college, in addition to the language taken to meet their condition in language, except that those electing the pre-engineering group, or the special chemistry group of studies, need elect but two units.

SUBJECT OUTLINE OF REQUIREMENTS

ENGLISH

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

Grammar.—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

Composition.—The high-school composition should aim at giving the student power to express his thought clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

Rhetoric.—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in practical writing, such as the principles of sentence struc-

ture, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and coherence of the sentence and the paragraph, and the simpler qualities of style.

Literature.—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

I. BOOKS PRESCRIBED FOR READING

Group I. (two to be selected): Shakespeare's *As You Like It*, *Henry V*, *Julius Caesar*, *Merchant of Venice*, *Twelfth Night*.

Group II (one to be selected): Bacon's *Essays*, Bunyan's *Pilgrim's Progress* (Part I), Sir Roger de Coverley Papers in *The Spectator*, Franklin's *Autobiography*.

Group III (one to be selected): Chaucer's *Prologue*; Spenser's *Faerie Queen* (Part I); Pope's *Rape of the Lock*; Goldsmith's *Deserted Village*; Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected): Goldsmith's *Vicar of Wakefield*, Scott's *Ivanhoe* and *Quentin Durward*, Hawthorne's *House of the Seven Gables*, Thackeray's *Henry Esmond*, Gaskell's *Cranford*, Dickens's *Tale of Two Cities*, Eliot's *Silas Marner*, Blackmore's *Lorna Doone*.

Group V (two to be selected): Irving's *Sketch Book*, Lamb's *Essays of Elia*, De Quincey's *Joan of Arc* and

The English Mail Coach, Carlyle's *Heroes and Hero Worship*, Emerson's *Essays* (selected), Ruskin's *Sesame and Lilies*.

Group VI (two to be selected): Coleridge's *Ancient Mariner*; Scott's *Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *Courtship of Miles Standish*; Tennyson's *Princess*; Browning's *Cavalier Tunes*, *Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Boy and the Angel*, *One Word More*, *Herve Riel*, and *Pheidippides*.

II. BOOKS PRESCRIBED FOR STUDY AND PRACTICE

Shakespeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

HISTORY, CIVICS, AND ECONOMICS

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman) (1 unit).

Medieval and Modern History (1 unit).

American History, or American History and Civics (1 unit).

REQUIREMENTS FOR ADMISSION

English History (1 unit).

Economics, or Social Science (1 unit).

MATHEMATICS

1. *Algebra (1 Unit)*.—The requirements in algebra include the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. *Advanced Algebra ($\frac{1}{2}$ Unit)*.—Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the tables in simple numerical works.

3. *Plane and Solid Geometry (1 Unit)*.—A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. *Plane Geometry (1 Unit)*.—A more extensive and intensive study of plane geometry extending throughout the year.

5. *Solid Geometry ($\frac{1}{2}$ Unit)*.—A half-year of solid geometry, following a year of plane geometry, will be credited $\frac{1}{2}$ unit.

6. *Trigonometry ($\frac{1}{2}$ Unit)*.—Solution of right and oblique plane triangles, trigonometric equations, and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed four units in mathematics, will be given those who have had further work in algebra, trigonometry, or surveying.

SCIENCE

Botany (1 Unit).—This should include a study of plant types and the physiology of plants; at least half of the course should consist of laboratory work. Where less than a year's work is possible, botany may be combined with physical geography and physiology to make up a unit. Bergen's *Elements of Botany*, or Bailey's, covers what is desired for entrance.

Chemistry (1 Unit).—A year's work in descriptive chemistry, covering both metals and non-metals and divided about equally between the class-room and the laboratory. A careful record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with manual, comprises the work required.

Physics (1 Unit).—One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better text-books in elementary physics, supplemented by a laboratory course in elementary physics. The laboratory note-book should be presented by candidates for admission.

Physiography ($\frac{1}{2}$ Unit).—This course should include:

1. Principles as presented in the best recent text-books.
2. Field study, with records of field trips.
3. Ability to use topographic maps, weather charts, etc. Where it is not possible to give a full year's work to this subject, it may be combined with botany and physiology to make a unit.

REQUIREMENTS FOR ADMISSION

Physiology ($\frac{1}{2}$ Unit).—This course should include anatomy, physiology, histology of the human body, and hygiene. Some such text as Martin's *Human Body, Briefer Course*, may be considered as a guide.

Zoology (1 Unit).—From three to four laboratory periods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or text-book work on classification and general zoology must be a part of the work. Kellogg's or Davenport's *Elementary Zoology* may be a gauge of the work required.

VOCATIONAL SUBJECTS

Students may offer not more than four units in manual training, domestic science, agriculture, or commercial and other vocational subjects, the work to be of the character and amount outlined in the annual reports of the North Central Association of Colleges and Secondary Schools.

LATIN

I. AMOUNT AND RANGE OF THE READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Oration against Catiline, for the Manilian Law*, and *for Archias*; and Vergil, *Aeneid*, I-VI.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar's *Gallic War and Civil War* and Nepos's *Lives*; Cicero's orations, letters, and *De Senectute* and Sallust's *Catiline and Jugurthine War*; Vergil's *Bucolics*,

Georgics, and *Aeneid* and *Ovid's Metamorphoses*, *Fasti*, and *Tristia*.

II. SUBJECT AND SCOPE OF THE EXAMINATIONS

1. *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *for Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

Grammar and Composition.—The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

GREEK

1. *Greek Grammar*. Any standard Greek grammar, including prosody.

REQUIREMENTS FOR ADMISSION

2. Xenophon's *Anabasis* (four books.)
3. Homer's *Iliad* (three books.)
4. Greek Prose Composition. Pronunciation according to written accents.
5. Students will be tested in reading easy Greek at sight.

GERMAN

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 75 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read (1 unit).

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar (1 unit).

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphases, or reproductions from memory of selected portions of the matter read; also grammatical

drill upon the more technical points of the language (1 unit).

FRENCH

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with constant practice in translating easy variations of the sentences read, and the writing of French from dictation (1 unit).

2. The second year's work should comprise the reading of from 250 to 400 pages of easy, modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—of portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences (1 unit).

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation (1 unit).

ADVANCED CREDIT

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units re-

ACCREDITED SCHOOLS

quired for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of college credit, less one-half, as the subject was credited in the secondary school. Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

ACCREDITED SCHOOLS

Graduates from high schools that have been accredited, will be admitted without examination in the courses for which credit is given. Certificates should be forwarded by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institutions has placed on its accredited list:

School	Principal
Abbottsford	Howard W. Maule
Albany	Chas. C. Guilford
Algoma	John E. Norris
Alma	O. J. Weberg
Amery	Paul R. Spencer
Antigo	R. A. Brandt
Appleton	P. G. W. Keller
Arcadia	Robert Lohrie

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School	Principal
Argyle	Wm. J. Trautman
Ashland	W. J. Hocking
Ashland, Northland Academy	M. J. Fenenga
Athens	S. G. Corey
Augusta	L. C. Hatch
Baldwin	G. M. Appleman
Bangor	C. W. Greene
Baraboo	A. C. Kingsford
Barron	H. H. Humphrey
Bayfield	F. E. Hamlin
Beaver Dam	Theo. Gronert
Beaver Dam, Wayland Academy	E. P. Brown
Belleville	J. A. Mortimer
Belmont	F. O. Bartelt
Beloit	J. C. Pierson
Benton	Frank Schofield
Berlin	W. T. Anderson
Black Earth	J. E. Heffernan
Black River Falls	J. L. Farley
Blair	H. M. Halverson
Blanchardville	Allen P. Jenks
Bloomer	W. J. Ryan
Bloomington	W. O. Blanchard
Boscobel	L. O. De Camp
Brandon	R. K. Johnston
Brodhead	Chas. A. Jahr
Burlington	J. S. Miller
Cambria	U. T. Cady
Cambridge	Geo. H. Butler
Cashton	C. J. Anderson
Cassville	P. F. Finner
Cedarburg	Chester W. Collman
Cedar Grove, Wisconsin Memorial Academy	P. E. Hincamp
Chetek	C. M. Chapman
Chilton	G. M. Morrissey
Chippewa Falls	A. G. Findlay
Chippewa Falls, McDonnell Memorial High School	Sisters of Notre Dame
Clinton	G. W. Puffer
Clintonville	A. W. Kasten
Colby	Roy Martin
Columbus	Roy L. Heindel
Crandon	A. A. Blandin
Cuba City	F. E. Ralph
Cumberland	F. W. Oldenberg
Darien	J. S. Pitts
Darlington	W. W. Woolworth
Deerfield	E. A. Reynolds
De Forest, Windsor Township	E. C. Meland
Delavan	H. A. Melcher
De Pere	John F. Hogan
Dodgeville	H. W. Kircher
Durand	John W. Beath
Eagle River	F. D. Wartinbee
East Troy	J. H. Mills
Eau Claire	M. S. Frawley
Edgerton	F. O. Holt
Elkhorn	John Dixon
Ellsworth	N. A. Anderson
Elroy	W. S. Hake

ACCREDITED SCHOOLS

School	Principal
Endeavor Academy	W. M. Ellis
Evansville	J. F. Waddell
Evansville Seminary	Anna L. Burton
Fairchild	R. M. Lewis
Fennimore	F. E. Drescher
Florence	L. A. Jones
Fond du Lac	I. O. Hubbard
Fond du Lac, Grafton Hall	B. Talbot Rogers
Fort Atkinson	Wakelin McNeel
Fox Lake	L. F. Smith
Galesville	Frank C. Bray
Glenbeulah	W. W. Fadner
Glenwood	P. J. Lynch
Grand Rapids	H. F. Kell
Grantsburg	C. W. Rand
Green Bay, East	W. T. Ream
Green Bay, West	C. F. Cole
Green Bay, St. Joseph's Academy	Sisters of St. Joseph
Green Lake	H. G. Brown
Greenwood	F. E. Jaastad
Hartford	W. E. Elmer
Hayward	J. W. Riley
Hazel Green	S. C. Gribble
Highland	H. C. Hacker
Hillsboro	T. J. Hugill
Hillside Home School	{ Ellen C. Lloyd-Jones
	{ Jane Lloyd-Jones
Hixton	{ Chas. S. Reddy
Horicon	{ T. L. Bewick
Hudson	{ W. D. Fuller
Hudson, Galahad, a School for Boys..	{ J. P. Inglis
	{ T. W. MacQuarrie
Hurley	{ J. E. Murphy
Independence	{ G. P. Junkmann
Iola	{ John Kuck
Iron River	{ H. C. Leister
Janesville	{ H. C. Buell
Jefferson	{ E. W. Waite
Juneau	{ O. H. Bauer
Kaukauna	{ L. P. Bunker
Kenosha	{ Geo. N. Tremper
Kewaunee	{ M. McMahon
Kiel	{ B. F. Adams
Kilbourn	{ F. G. Jones
La Crosse	{ B. E. McCormick
Ladysmith	{ E. C. Gotham
La Farge	{ T. E. Henderson
Lake Geneva	{ Mrs. M. S. Baker
Lake Mills	{ Geo. R. Ray
Lancaster	{ F. W. Traner
Linden	{ C. E. Lamb
Little Chute	{ P. A. Klumb
Lodi	{ L. F. Rahr
Lone Rock	{ F. E. Vitz
Loyal	{ E. C. Hirsch
Madison	{ Thos. Lloyd-Jones
Madison, Sacred Heart Academy	{ Dominican Sisters
Madison, Wisconsin Academy	{ Charlotte E. Richmond
Manawa, Little Wolf	{ R. C. Bigford
Manitowoc	{ C. G. Stangel
Marinette	{ F. W. Hanft
Markesan	{ E. M. Cox

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School	Principal
Marshall	E. K. Lightcap
Marshfield	C. W. Otto
Mauston	C. W. McNown
Mayville	L. S. Keeley
Mazomanie	F. G. Kraege
Medford	W. B. Robertson
Mellen	J. B. Hagberg
Menasha	John Callahan
Menomonee Falls	W. J. Arnold
Menomonie	Fred Thomson
Merrill	E. W. McCrary
Middleton	F. J. Holt
Milton	J. F. Whitford
Milton College Academy	W. C. Daland
Milton Junction	J. M. Gahagan
Milwaukee, East Division	G. A. Chamberlain
Milwaukee, North Division	R. E. Krug
Milwaukee, South Division	H. E. Coblentz
Milwaukee, West Division	A. C. Shong
Milwaukee-Downer Seminary	Ellen C. Sabin
Mineral Point	R. E. Loveland
Minocqua	L. J. Hollister
Mondovi	P. F. Neverman
Monroe	G. B. Haverson
Montello	L. U. St. Peter
Montfort	J. E. Rohr
Mount Horeb	T. S. Thompson
Mukwonago	Jas. F. Desmond
Muscoda	May L. Crosby
Necedah	John Wood
Neenah	E. M. Beeman
Neillsville	H. C. Almy
New Holstein	G. A. German
New Lisbon	Fred L. Witter
New London	J. P. Ballantyne
New Richmond	W. F. Lusk
Oakfield	W. L. Patterson
Oconomowoc	M. E. Keats
Oconto	Geo. M. Snodgrass
Oconto Falls	Eldon Witter
Omro	C. H. Eldred
Onalaska	A. L. Halverson
Oregon	W. J. Anschuetz
Osceola	A. G. Churchward
Oshkosh	A. B. O'Neil
Palmyra	S. R. Norstrom
Pardeeville	A. J. Henkel
Park Falls	C. E. Hulten
Peshigo	C. E. Granger
Pewaukee	R. W. Ormsby
Phillips	G. A. Benedict
Plainfield	R. B. Thiel
Platteville	C. E. Slothower
Plymouth	J. J. Enright
Portage	W. G. Clough
Port Washington	C. H. Bachhuber
Poynette	John L. Hensey
Prairie du Chien	Nicholas Gunderson
Prairie du Chien, St. Mary's Academy.....	The School Sisters of Notre Dame
Prairie du Sac	R. S. Babington
Prescott	R. K. Kester

ACCREDITED SCHOOLS

School	Principal
Princeton	G. H. Owen
Racine	L. W. Brooks
Racine College Grammar School	W. F. Shero
Randolph	Julius Winden
Reedsburg	A. B. Olson
Reeseville	Obed Moen
Rhineland	W. P. Colburn
Rib Lake	John H. Stoever
Rice Lake	H. J. Steeps
Richland Center	E. G. Doudna
Ripon	H. M. Comins
River Falls	J. W. T. Ames
St. Croix Falls	R. Q. Klotz
Sauk City	M. T. Buckley
Seneca	E. A. Jewett
Seymour	F. W. Axley
Sharon	B. D. Richardson
Shawano	J. F. Powers
Sheboygan	Wm. Urban
Sheboygan Falls	W. H. Luehr
Shell Lake	J. L. Johnson
Shullsburg	H. G. Plumb
Sinsinawa, St. Clara Academy	Dominican Sisters
Soldiers Grove	Arthur Williams
South Milwaukee	F. W. Hein
Sparta	L. O. Atherton
Spooner	Z. B. Wallin
Spring Green	R. W. Adams
Spring Valley	F. L. Olson
Stanley	Edgar A. Baird
Stevens Point	H. C. Snyder
Stoughton	G. O. Banting
Sturgeon Bay	R. Soukup
Sun Prairie	F. E. Ballard
Superior	H. A. Schofield
Superior, Nelson Dewey	A. T. Conrad
Tigerton	J. J. Haass
Tomah	F. M. Bray
Tomahawk	L. C. Johnson
Two Rivers	W. J. Hamilton
Union Grove	W. E. Stone
Verona	H. E. Smith
Viroqua	C. E. Bishop
Wabeno	E. G. Beckwith
Waldo	D. P. Hughes
Walworth	Mildred Tufts
Washburn	S. A. Oscar
Waterford	A. C. Cook
Waterloo	L. G. Curtis
Watertown	Thos. J. Berto
Waukesha	G. F. Loomis
Waukesha, Carroll College Academy ..	S. B. Ray
Waunakee	D. L. Reid
Waupaca	E. H. Miles
Waupun	F. R. Nash
Wausau	Ira C. Painter
Wausaukee	C. J. Kreilkamp
Wautoma	T. M. Risk
Wauwatosa	P. A. Kolb
West Allis	T. J. Jones
West Bend	D. E. McLane
Westboro	H. B. Aasterud

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School	Principal
West De Pere	H. W. Lyon
Westfield	D. L. Swartz
West Salem	Geo. E. Sanford
Weyauwega	W. I. White
Whitehall	F. C. Martin
Whitewater	C. W. Rittenburg
Winneconne	Karl Evert
Wittenberg	M. V. Jones
Wonewoc	F. G. Bishop

THE NORTH CENTRAL ASSOCIATION LIST

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

THE COURSES OF STUDY

THE GROUP SYSTEM

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge and, at the same time, a chance to specialize in the line of his individual aptitudes, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each,—“to maintain a proper balance between educational control on the one side and individual freedom of choice and self-direction on the other.” The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

THE UNIT DEFINED

The semester hour is the unit used in measuring the number of hours of credit that each course gives. By a semester hour is meant one recitation or class exercise per week, one hour in length, in a study continuing during a semester. Students are required to take sixteen

semester hours per semester for full work, or thirty-two hours per year. As already stated, one hundred twenty-eight hours complete the course and entitle the student to graduation. Two and one-half hours of laboratory work are equivalent to one recitation hour.

THE SELECTION OF COURSES

Regulations

1. Students are earnestly advised to study carefully the description of courses given in the subsequent pages of this catalogue and to note which courses are marked as prerequisites.

2. Each student is placed under a class officer and must select work with his advice. The names of the class officers for the ensuing year are: Freshmen, Professors Naylor, Lymer, Trever, Atkinson, Corkhill, Bagg, and Wright; Sophomores, Professors Moore, Fairfield, Rogers, Bushnell, and Youtz; Juniors, Professors Farley, Mullenix, and Treat; Seniors, President Plantz; Graduate Students, Professor Naylor.

3. When a student has selected a study continuing through more than one semester he may not receive credit on it until he has completed the full work in said study, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Each student must choose a major and a minor

subject not later than the beginning of his junior year. The major must consist of not less than twenty-four hours in some one department, required work being included. The minor must consist of not less than fourteen hours, chosen in some one department other than the major. Courses in Latin, Greek, French, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Except in the case of students in the special chemistry group or in the pre-engineering courses, the following are the requirements in language for the A. B. degree: sixteen semester hours of those who offer four units or more of foreign language at entrance; twenty-four semester hours of those who offer two or three units of language at entrance. Those who offer less than two units must make up deficiency in preparation by extra work. No credit will be given for elementary Greek, Latin, or German unless the subject is pursued for two years.

8. A candidate for a baccalaureate degree may present a graduating thesis, equivalent to four hours of credit, on a subject approved by the class officer and the professor in whose department his major work is taken. The thesis must represent some phase of the student's work in his major subject, must show that it represents careful preparation, must be typewritten on paper of good quality, eight by ten inches in size, and must be deposited in the college library at least two weeks before commencement. Before being accepted, it must be approv-

ed by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

9. Students who are candidates for departmental honors, before electing their courses, should confer with the head of the department in which honors are desired.

ARRANGEMENT OF COURSES

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from which students must select their work according to the conditions described below.

GROUP I. Ancient and Modern Languages and Literature including Greek, Latin, Hebrew, German, French, and Spanish.

Requirements.—Sixteen hours must be selected from this group, except that students whose major is in science need elect but eight. Language taken in college to make up entrance conditions may not be counted.

GROUP II. English Language and Literature, including Rhetoric and Public Speaking.

Requirements.—Twelve hours must be elected in this group, six of which must be English Language and two Public Speaking.

GROUP III. History, Politics, Sociology and Economics.

Requirements.—Twelve hours must be elected in this group, at least six of which must be history. Students whose major is in some line of natural science are required to elect but nine hours, at least three of which must be history.

GROUP IV. Mathematics, including Mechanical Drawing and Astronomy.

Requirements.—Students majoring in mathematics or any of the sciences, must take six hours in mathematics.

GROUP V. Science, including Physics, Chemistry, Biology, Botany, Zoology, and Mineralogy.

Requirements.—Fourteen hours must be elected in this group, but students who major in language, literature, or history need elect but eight.

GROUP VI. Philosophy, Psychology, Education, and Religion, including Biblical Literature.

Requirements.—Twelve hours must be elected in this group, five of which must be in Hebrew history and two in the evidences of Christianity, unless the student belongs to the Roman Catholic or the Jewish church. Students who expect to teach in the public schools of Wisconsin should elect psychology and education.

GROUP VII. Music, Art, and Physical Education.

Requirements.—All students in this group, not especially excused, must elect four hours of physical education.

From the above statement of group requirements it will be seen that from seventy to eighty hours must be chosen from the groups. The remaining hours are electives, with the exception that the requirements for major and minor work must be kept in mind.

FRESHMAN REQUIREMENTS

In the freshman year each student must select his studies under the following directions (the first number indicates the hours; the numbers in brackets, the courses).

(a) All students must elect the freshman course in English composition and two hours in physical training. Students who expect to do considerable work in science must also choose six hours in mathematics.

(b) Students must take at least eight hours of one of the following subjects, and may not take more than sixteen hours:

Greek, 8

German, 8

Latin, 8

French, 8

(c) Students must select in addition from the following courses sufficient to make a total of thirty-two hours for the year.

Bible, 6 (1 and 2)

Greek, 8

or (3 and 4)

History, 6 (Hebrew or

Biology, 8 (1)

Medieval)

Latin, 8

Mechanical Drawing, 6 (2)

Literature, 6 (5 and 8)

Physics, 6 or 10 (1 and 3)

Mathematics, 3 (1 or 2)

Physiography, 3 (1)

Chemistry, 10 (1)

Politics, 4 (6)

Economics, 3 (1)

Public Speaking, 2 (1)

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PREPROFESSIONAL COURSES.

The object of a college education is twofold; namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, the latter to laying the basis for technical or professional success. Lawrence has, therefore, arranged a number of groups with this twofold end of education in mind. Those under the heading, General Culture Groups, are information courses, having as their end the development of the student in wisdom and contemplative ability, while those named Preprofessional Groups are designed to lay a strong basis for technical

training and to prepare the student for the practical work of life. By reading the descriptive matter at the head of each group the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive and are supposed to guide the student in his selection of courses in harmony with the particular object he may have in view. Additional information will be given by the student's class officer; and it is further suggested that, before choosing a major or minor, the instructors in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and a minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time to provide important collateral work with his principal subjects. The electives make it possible in most cases for the student, if he so desires, to pursue at least four years of continuous work in a major subject. Courses can be suggested by the class officers that are especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select a general culture group containing the major and minor wished, and should elect courses in education desirable for teachers.

GENERAL CULTURE GROUPS

ANCIENT LANGUAGE

The Ancient Language Group is designed especially for those desiring the broadest training for literary profes-

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sions and for those expecting to specialize in ancient languages.

Freshman§	Sophomore§	Junior	Senior
Greek 8 Latin 8 English Language 3 History 6 English Literature 3 Public Speaking 2 Physical Education 2	Greek 8 Latin 8 English Language 3 English Literature 2 Hebrew History 6 Psychology 4 Physical Education 2	Greek 6 Latin 4 English Lit. 2 Science 8 Philosophy 4 *Elective 8	Introd. Econ. or Prin. of Soc. 6 Philosophy 4 Religion 2 Art History 2 *Elective 17

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

*Students expecting to do graduate work in ancient languages should have taken by graduation at least two years of modern languages.

LATIN-MODERN LANGUAGE

The Latin-Modern-Language Group is designed for those preferring literary training where more emphasis is placed on modern language.

Freshman§	Sophomore§	Junior	Senior
Latin 8 Modern Languages 8 English Language 3 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2	Latin 8 Modern Language 8 English Language 3 Psychology 4 Science 8 Physical Ed. 2	Latin 8 Modern Language 4 English Literature 2 Philosophy 6 Bible 3 *Elective 9	Intro. Econ. or Prin. of Soc. 6 Religion 2 *Elective 24

*Students expecting to do graduate work in Latin should elect two years of Greek.

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

MODERN LANGUAGE

The Modern Language Group is designed for students desiring literary training in modern rather than in ancient languages.

THE GROUP SYSTEM OF STUDIES

Freshman§	Sophomore§	Junior	Senior
German 8 Ancient Language 8 English Language 3 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2	German 8 French 8 Ancient Language 8 English Language 3 Psychology 4 Physical Ed. 2	Philosophy 6 German 4 French 8 Science 8 Bible 3 Philosophy 4 Elective 5	Intro. Econ. or Prin. of Soc. 6 English Language 6 English Literature 4 Religion 2 Elective 14

!Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

ENGLISH-HISTORY

The English-History Group is designed to offer a broad training in English and history or to fit for teaching or for graduate work in these lines.

Freshman§	Sophomore§	Junior	Senior
English Language 3 History 6 English Literature 3 Modern Language 8 Science 8 Public Speaking 2 Physical Ed. 2	English Language 3 English Literature 6 History 6 Modern Language 8 Psychology 4 Bible 3 Physical Ed. 2	English Lit. 7 History 6 English Language 3 Philosophy 4 *Elective 12	Intro. Econ. or Prin. of Soc. 6 English Lit. or Language 6 Politics 4 Philosophy 4 Religion 2 Art History 3 *Elective 7

*Students expecting to do graduate work in English should elect at least two years of ancient language. Students expecting to do graduate work in history should have taken by graduation two years of German and one year of French.

!Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

PHILOSOPHY-SOCIOLOGY

The Philosophy-Sociology Group is designed for those who desire to take their major and minor work in philosophy and sociology.

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Freshman§	Sophomore§	Junior	Senior
History 6 English Language 3 Language 8 Science 8 English Lit. 3 Public Speaking 2 Physical Ed. 2	Psychology 6 Politics 4 Sociology 2 Economics 4 English Language 3 Bible 3 Language 8 Physical Ed. 2	Philosophy 6 Prin. of Sociol. 6 Economics 6 History 6 Science 6 Elective 2	Sociology 6 Philosophy 6 Politics 4 English Lang. or Lit. 4 Religion 2 Elective 10

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

MATHEMATICS-PHYSICS

The Mathematics-Physics Group is designed for those intending to teach mathematics or physics or for those desiring to do graduate work in these studies.

Freshman	Sophomore	Junior	Senior
Mathematics 6 Modern Language 8 English Language 3 History 3 English Lit. 4 Bible 3 Public Speaking 2 Physical Ed. 2	Mathematics 6 Physics 10 Modern Language 8 English Language 3 Psychology 4 Physical Ed. 2	Mathematics 10 Physics 8 Chemistry 10 Elective 4	Introd. Econ. 6 Astronomy 3 Mathematics or Physics 6 Geology 4 Religion 2 Elective 11

CHEMISTRY-SCIENCE

The Chemistry-Science Group is designed as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, or as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry or to follow this course with graduate work are advised to choose general chemistry, qualitative analysis, quantitative analysis, and organic chemistry.

THE GROUP SYSTEM OF STUDIES

Freshman	Sophomore	Junior	Senior
Chemistry 10 Mathematics 6 German 8 English Language 3 Public Speaking 2 Physical Ed. 2	Chemistry 8 Mathematics 6 German 8 English Language 3 History 3 Physical Ed. 2 Bible 3	Chemistry 8 Physics 10, or Biology 8 Mineralogy 5 Psychology 4 *Elective 5 or 7	Introd. Econ. 6 Geology 4 English Lit. 4 Religion 2 *Elective 16

*Students expecting to do graduate work in chemistry or physics should elect at least five additional hours of mathematics.

PREPROFESSIONAL GROUPS

HISTORY-POLITICS

The History-Politics Group is designed to prepare for the subsequent study of law or for graduate work in history, politics, or economics. It is recommended also for students expecting to enter a business career.

Freshman§	Sophomore§	Junior	Senior
History 6 Language 8 Science 8 English Language 3 Public Speaking 2 Physical Ed. 2 English Literature 3	History 6 Politics 8 Language 8 English Language 3 Bible 3 Physical Ed. 2 Elective 2	History 6 Introd. Econ. 6 English Lit. 4 Psychology 6 *Elective 10	Prin. of Soc. 6 Philosophy 4 Religion 2 *Elective 20

*Students desiring to do graduate work should have taken by graduation two years of German and one year of French.

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

RELIGION-PHILOSOPHY

The Religion-Philosophy Group is designed for those who expect to study theology, or for those who desire to emphasize philosophy and religion while giving a proportionate time to language.

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Freshman§	Sophomore§	Junior	Senior
Ancient Language 3 Bible 6 History 3 Science 3 English Language 3 Public Speaking 2 Physical Ed. 2	Religion 3 Ancient Language 3 English Language 3 Psychology 5 Science 6 Physical Ed. 2	Religion 6 Philosophy 4 Ancient Language 8 English Lit. 6 Elective 3	Philosophy 6 Introd. Econ. 6 History 6 Elective 14

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

BIOLOGY-CHEMISTRY

The Biology-Chemistry Group is designed as preparation for a medical course or for students who wish to specialize in biology or chemistry, leading to pharmacy, agriculture, and forestry, or to other allied professional lines.

Freshman	Sophomore	Junior	Senior
Chemistry 10 Mathematics 6 Modern Language 3 English Language 3 Public Speaking 2 Physical Ed. 2	Biology 3 Chemistry 3 Modern Language 3 English Language 3 History 3 Physical Ed. 2	Biology 12 Physics 10 Psychology 4 Bible 3 *Elective 3	Geology 4 Prin. of Soc. 6 English Literature 4 Religion 2 *Elective 16

*Students who desire to prepare for medical school, should include in their college course four years of biology and three of chemistry. Those contemplating graduate work should have taken before graduation two years of German and one of French. Those who expect to enter schools of forestry, agriculture, or other lines of applied biology should confer with the professor of biology in planning their work.

SOCIAL SCIENCE

This group is designed for students who are particularly interested in social, political, or economic problems and who desire to specialize in these lines more largely than is possible in the other groups. It also furnishes a basis

THE GROUP SYSTEM OF STUDIES

for the subsequent study of law and for graduate work in social science.

Freshman§	Sophomore§	Junior	Senior
Politics 4 Sociology 4 History 6 Modern Language 8 English Language 3 Bible 3 Public Speaking 2 Physical Ed. 2	Politics 6 Economics 4 Science 10 Modern Language 8 English Language 3 Physical Ed. 2	Sociology 6 Economics 6 Science 4 History 6 English Literature 2 Psychology 4 Ethics 4	Sociology 6 Economics 6 Philosophy 4 English Lit. 2 *Elective 14

*Students expecting to take graduate work in the social sciences should have completed before graduation two years of German and one of French.

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

ENGLISH-PUBLIC SPEAKING

The English-Public Speaking Group is designed for students who are looking forward to professional work in public speaking, or who expect to teach either English or public speaking.

Freshman§	Sophomore§	Junior	Senior
English Language 3 Modern Language 8 History 3 Public Speaking 3 English Lit. 5 Science 8 Physical Ed. 2	English Language 3 Modern Language 8 English Lit. 5 Public Speaking 6 Psychology 5 Bible 3 Physical Ed. 2	English Language 2 English Lit. 5 Public Speaking 3 History 6 Education 6 Introd. Econ. or Prin. of Soc. 3 Sociology 3 Elective 7	English Language 3 English Lit. 2 Public Speaking 6 Philosophy 4 Religion 2 Elective 15

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

EDUCATION

The Education Group is arranged for students who expect to make teaching a profession and who wish a larger

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amount of education than is contemplated in the other groups.

Freshman§	Sophomore§	Junior	Senior
Foreign Language 2 English Language 3 History 6 Science 8 Bible 3 Public Speaking 2 Physical Ed. 2	Foreign Language 3 English Language 3 Psychology 4 Education 4 Physical Ed. 2 Elective 11	Education 6 English Lit. 4 Science 6 Elective 16	Education 5 Introd. Econ. or Prin. of Soc. 6 Religion 2 Elective 19

§Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

COURSE IN CHEMISTRY

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching, but in many industries, is at present great and is rapidly increasing every year.

This course offers facilities for one to enter the field as a chemist, though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement.

Freshman	Sophomore	Junior	Senior
Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 English Language 3 Physical Education 2 Elective 3	Chemistry 8 (Qual. Anal.) Mechanical Drawing 6 Analytic Geometry 6 Physics 10 English Language 3	Chemistry 8 (Quant. Anal.) Chemistry (Industrial) 4 Calculus 10 Biology, or Mechanics, or Economic History and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced Analysis) Geology 4 Mineralogy 5 Elective 5

PRE-ENGINEERING COURSE

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years, or he may obtain in two years and two summers the professional degrees, C.E., E.E., etc., provided that in the case of civil engineers the sophomore surveying, and in the case of other engineers, a certain amount of shop work must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the university in removing all conditions and in becoming adjusted to the technical course.

Freshman	Sophomore	Junior	Senior
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English Language 3 German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Education 2	Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Education 2 English Language 3 Elective (See list below)	Calculus 10 Descriptive Geometry (or Mechanics) 4 Physical Education 1 Elective (See list below)	Mechanics (or Descriptive Geom.) 6 Elective (See list below)
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The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hours) is required of all but chemical engineers.
2. Astronomy (6 hours) is required of civil engineers.
3. At least four hours of economics are required of all.
4. No more than the specified number of hours may be elected in any one subject.

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5. Not more than seventeen hours may be taken in any semester, except as extra hours may be allowed under the rules for same.

Chemistry	Surveying 6	Biology 10	Psychology 6
Physics	Astronomy 6	Economics 10	Education 6
Mathematics	Geology 8	History 6	Hebrew History 3
Advanced	Mineralogy 5	Literature 6	Christian
Rhetoric			Evidences 2

NORMAL SCHOOLS

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four unit hours of college credit toward the degree of bachelor of arts, provided that in the selection of studies in the normal school courses of college grade have been selected, preferably from science and mathematics, and provided further that students taking elementary foreign languages in the normal school must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin are granted sixty-four unit hours credit toward the bachelor of philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

DESCRIPTION OF COURSES.

1. ART HISTORY AND SOCIAL AESTHETICS

Professor Fairfield

Art in this department is treated historically and as a social force. (For studio practice, see the School of Art, page——of this catalogue.) In the historical study the student becomes rather familiar with some of the finest and most lasting products of the human mind, is trained to relate them to the life that gave them birth, and learns the fundamental principles of the artistic in picture, statue, and building. In the study of art in its social aspects these fundamentals become working principles which the student applies to the problems of the individual, the home, and society.

Art is a study valuable not only for the intellectual training, in which it ranks with historical studies and social science, but also for its inspiring and directive power. It points the way to the highest in our present and future civilization; for the True is the means by which we arrive at the Good, and the Good is but one form of the Beautiful.

1. STUDIES IN APPRECIATION.—*Second Semester. Tu. Th., 2:30. Credit, 2 hours.*

The purpose of this course is to introduce the student to the great masterpieces of art and to cultivate in him an appreciation of beauty wherever he finds it. By lectures the student will first be introduced to the elements of the beautiful and the principles of criticism in

art, while constant reference will be made to matters of common experience. Later, selected masterpieces of sculpture, painting, and architecture will be taken up and analyzed for and by the student. The course is recommended as the proper basis of study in the department.

2. ANCIENT ART AND CULTURE.—*First Semester. M. W. F., 11:30. Credit, 3 hours.*

The chief interest of the course centers in the major arts of architecture and sculpture in Egypt and Greece. Special attention will be given to the great age of Pericles in Athens, and the sculptors of that generation and the following. Slides, photographs, and prints are the basis of lectures, and personal study on the part of the student.

3. ROMAN AND MEDIEVAL ART.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

Roman culture, particularly its architecture and sculpture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient; the industrial, commercial, intellectual, religious, and political conditions as related to art, are the main topics of the course. It is intended to be a continuation of course 2, and follows the same general methods.

4. THE ITALIAN RENAISSANCE.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

This course will cover the period from about 1275 to the death of Michelangelo, 1564; but the art of Venice will be reserved for treatment in a succeeding course. The causes of the rise of the free cities and free thought in Italy; the art life of Pisa, Florence, and Rome; the various forms of art; the great masters, Donatello, Leonardo, Raphael, Correggio, and Michelangelo; and the great

evolution that made them possible, suggest the scope of the course. Each student is required to keep and organize a note book embodying the material gained from lectures and library work.

5. THE NORTHERN RENAISSANCE.—*Second Semester. M. W. F., 2:30. Credit, 3 hours.*

The content of this course is Flemish, Dutch, and German art from the revival of learning to the nineteenth century. Naturally, painting is most prominent with the names of Durer and Holbein, Rubens and Van Dyck, Ruisdael, Hals, and Rembrandt. The course is recommended as the proper sequence to Art History 4.

6. VENETIAN AND SPANISH PAINTING.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Art History 4.*

A limited field and a special art make possible a more detailed study of Bellini, Giorgione, Titian, Veronese, Tintoretto, Murillo, and Velasquez than of the great masters in some other courses. The course is recommended for juniors and seniors only.

7. THE EVOLUTION OF FRENCH ART.—*First Semester. T. Th., 2:30, and a third hour to be arranged. Credit, 3 hours.*

A study of all the important forms of art in France from the beginning through the Gothic and the Classical to the Impressionists and Rodin. Emphasis is placed on the nineteenth century, both for its influence on the art of other nations and for the great names of Delacroix, Corot, Rousseau, Millet, Courbet, Puvis de Chavannes, Barye, Rude, Dalou, and Rodin. In connection with course 7, a fairly complete survey of the activities of the nineteenth century may be obtained.

8. NINETEENTH CENTURY ART.—*Second Semester. Tu. Th., 10:30. Credit, 2 hours.*

The chief countries considered are Germany, England, and the United States, though important artists and movements in others are included. Particular attention is given to our own country: the evolution of its architecture, public and domestic; our chief sculptors, with detailed study of St. Gaudens; painters, with special reference to the more recent; the crafts; art in the schools. It is recommended that the course be taken after Art History 7.

9. INTRODUCTION TO ARCHITECTURE.—*First Semester. M. W. F., 10:30. Credit, 3 hours.*

Early forms; the classical orders; Roman pillar and arch; the Gothic; the Renaissance; modern forms and tendencies; the Orient. All the great monumental buildings of the world will be passed in review.

10. THE HOUSE.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours.*

In this course the general principles of aesthetics are applied to the problem of the American home. The main topics treated are the evolution of the house; various types; the site; house plans and planning; materials and their relative value; construction and finish; fittings and sanitation; principles of decoration; their application to wood work, walls, floors, furniture, and bric-a-brac.

11. CIVIC ART.—*First Semester. M. W. F., 9:30. Credit, 3 hours.*

City planning; the approach; the civic center; the street and its furnishings; the square; the residence district; the park; evils and their repression. After the general study

BIBLICAL LITERATURE

of principles and their illustration in various cities, each student will make a special study of one or more cities and organize his information into a class report.

12. COMPOSITION.—*First Semester. M., 3:30. Credit, 1 hour. Elective only for those who are taking studio work in the School of Art.*

A study of composition and design in the pictures of the masters of painting, with special reference to the problems of the practical worker. A part of the time will be given to the problem of picture study in the public schools. Lectures and discussions.

ASTRONOMY

(*See Department of Mathematics, Page 177.*)

II. BIBLICAL LITERATURE

Professor Naylor

A minimum of three hours credit in Biblical Literature is required of all protestant students and should be taken before the beginning of the junior year. A liberal education demands some serious study of the history and literature, law and social science, philosophy and religion of the people whose gifts to the world have been the greatest dynamics in the education and civilization of the past two thousand years.

While the three hours thus required in the freshmen or sophomore years may be elected from any course of the department, Hebrew history is strongly advised because it is history of first importance in general culture, as well as for students in social science and religion. In addition to bearing history credit, it is fundamental in the interpre-

tation of the literature and thought of both Old and New Testament times. The problems of authorship, inspiration, revelation, interpretation, etc. most naturally arise and are more readily settled in the study of Hebrew history than in any other Bible study.

The method in the following courses is sympathetic and constructive, historical rather than critical. Broad educational values, rather than technical information, are sought.

1. HEBREW HISTORY.—*First Semester. M. W. F., 8:00. Credit, 3 hours.*

A study of (1) the social and political history of the people of Israel from the patriarchal period to the fall of Jerusalem in 586 B. C., together with the relations of Assyria, Egypt, Chaldea, and Babylonia to the Israelites; (2) the rise and growth of prophetic and legal literature, the books of the Bible in logical and chronological order, the historical records of other nations as they bear upon Hebrew history; (3) the rise and development of prophecy; (4) the social and religious reformation following the discovery of the "Book of the Law"; (5) in general, the social, moral, political, and religious movements of the Hebrew people. Texts: *The American Standard Revised Bible* and Kent's *History of the Hebrew People*.

2. JEWISH HISTORY.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A study of (1) the history of the Jews from the captivity (586 B. C.) to the time of Christ, including the Maccabean struggle for liberty; (2) the literature of the great prophets of the exile, with sidelights from the historical records, monuments, classical literature, and the extra-canonical Jewish literature of the period; (3) the

effect of "the Law" in the transformation of the Jewish people, the rise and fall of Judaism, Messianic prophecy. Texts: *The American Standard Revised Bible* and Kent and Riggs's *History of the Jewish People*.

3. LIFE AND TIMES OF CHRIST.—*First Semester. T. Th., 8:00. Credit, 2 hours, or, with collateral, 3 hours.*

A survey of (1) the life of Christ in its historical relations; (2) the gospels as a fourfold biography; (3) the teachings of Jesus, their form, content, scope, and application to present-day conditions. Texts: Burton and Matthews's *Life of Christ* and Stevens and Burton's *Harmony of the Gospels*.

4. THE PRIMITIVE ERA OF CHRISTIANITY.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours, or, with collateral, 3 hours.*

A study of (1) the origin and expansion of early Christianity in relation to its Jewish and Roman environment; (2) the New Testament literature from Acts to Revelation in chronological and synthetic order; (3) the principal teachings of the Apostles, their form, content, scope, and application to present-day conditions; (4) a survey of the place and teachings of the church fathers in the development of the Christian church to 300 A. D. Texts: *The American Standard Revised Bible* and Gilbert's *Apostolic Age*.

5. THE LITERARY STUDY OF THE BIBLE (A).—*First Semester. M. W. F., 11:30. Credit, 3 hours.*

A survey of the literary elements in the Bible, as lyric and epic, story, idyl, and drama, with especial emphasis upon the wisdom literature of the books of Proverbs, Ecclesiasticus, Ecclesiastes, the Wisdom of Solomon, and Job.

Texts: Moulton's *Literary Study of the Bible* and *Modern Reader's Bible*.

6. THE LITERARY STUDY OF THE BIBLE (B).—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

A study of the origin and development of the prophetic literature of the Old Testament and its counterpart in gospel, epistle, and apocalypse of the New. The course involves a literary survey of the work and teachings of the prophets and apostles in their roles as seers, statesmen, social reformers, and religious leaders. Texts: Harper's *Prophetic Element of the Old Testament* and Moulton's *Literary Study of the Bible* and *Modern Reader's Bible*.

7. THE SOCIAL TEACHINGS OF JESUS.—*First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.*

A study of the teachings of Jesus upon the relation of man to his fellows,—social, economical, and political. The study includes a comparison of Jesus's social ideal, "The Kingdom of Heaven," with the various modern schemes for social amelioration, such as communism, socialism, philosophical anarchism, trade unionism, cooperative commonwealth, etc. Matthews's *Social Teachings of Jesus* is used as a general guide to the study.

8. THE SOCIAL EFFECTS OF JESUS'S TEACHINGS.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.*

A study of the rise of the Christian Church; the influence of Christianity upon the peoples of decadent Rome; the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformation of the nineteenth century.

Class sessions are devoted to lectures and discussions, with Kidd's *Social Evolution* as a general guide.

III. BIOLOGY

Professor Mullenix

The courses in biology are designed to give some training in scientific method and attitude, to furnish a broad foundation for such an understanding of human physiology as every person should possess, and to equip students for the successful prosecution of more advanced biological work either in the medical college or the graduate school.

1. GENERAL BIOLOGY.—*Throughout the Year. Tu. Th., 11:30; Laboratory, M. W., 1:30-4:00, or Tu. Th., 8:00-11:25. Credit, 8 hours.*

An introduction to the fundamental facts and principles of biological science. The phenomena of living matter,—its universal characteristics and powers, its structure and chemical composition, its different forms; the relation between living and non-living matter; a comparison of plants and animals and a study of their inter-relations; the fundamental plans of structure found in the animal and plant kingdoms; cells, tissues, organs, homology, analogy; the fundamental physiological processes; a brief discussion of the theory of descent.

This course is designed to meet the needs of students who can give only a single year to biology and, at the same time, to serve as a foundation for more advanced courses. It is devoted chiefly to a study of animal biology, plant forms being used only to furnish a basis for comparison. Text-books: Hegner's *College Zoology* and Pratt's *Invertebrate Zoology*.

2. HYGIENE AND SANITATION.—*Second Semester. M. W. F., 9:30. Credit, 3 hours.*

This course is designed to give to students information concerning the care of the body and the preservation of health. The following subjects receive special emphasis: nutritional physiology and the hygiene of the digestive tract; physical exercise; nerve exhaustion, sleep, rest; care of the sense organs; domestic and public hygiene and sanitation. Open to freshmen. Text-books: Pyle's *Personal Hygiene* and Stile's *Nutritional Physiology*.

3. VERTEBRATE ZOOLOGY.—*Throughout the Year. Once a week; time to be arranged. Laboratory, Tu. Th., 1:30-4:00. Credit, 6 hours. Prerequisite: Biology 1.*

The dissection and comparative study of representatives of the more important classes of vertebrates. Designed especially for students who desire to become professional biologists or to prepare for the study of medicine; should be taken by such students in connection with Biology 4. Laboratory manual: Pratt's *Vertebrate Zoology*.

4. ANIMAL PHYSIOLOGY.—*Throughout the Year. Tu. Th., 9:30; Laboratory, F., 1:30-4:00. Credit, 6 hours.*

A study of the fundamental physiological processes in animals, with special attention to the mechanisms and methods by which they are carried out in the human body. During the first semester the following subjects are studied: the blood and the vascular system, motion and locomotion, sensation and the sensory organs, the nervous system. The second semester is devoted to a study of the chemistry of foods and nutrition, food values and requirements, dietary habits and standards, and criteria of the nutritive value and economy of foods. Should be preceded by courses in general chemistry and general biology. Text-books: Huxley and

Lee's *Lessons in Elementary Physiology* and *Sherman's Chemistry of Food and Nutrition*.

5. ANIMAL HISTOLOGY.—*First Semester* M. W. F., 1:30-5:00. Credit, 4 hours. Prerequisite: *Biology 1*. Alternate years. Not given in 1913-14.

Chiefly a laboratory course in which the student gains experience in the technique of preparing various tissues and organs for microscopic study by a variety of methods. The making of these preparations is followed by a study of the histology of epithelial, muscle, and nervous tissues, and of various vertebrate organs, so far as the time permits.

6. VERTEBRATE EMBRYOLOGY.—*Second Semester*. M. W., 10:30; Laboratory, M. W. F., 1:30-4:00. Credit, 5 hours. Prerequisites: *Biology 1 and 5*. Alternate years. Not given in 1913-14.

The development of the chick from the beginning of incubation to a stage in which the more important organs of the body have appeared. Students in this course prepare their own slides so far as the time permits. Text-books: *Lillie's Outline of the Embryology of the Chick and Pig* and *Lillie's Development of the Chick*.

7. ENTOMOLOGY.—*First Semester*. Time to be arranged. Credit, 2 hours. Prerequisite: *Biology 1*.

A detailed study of the anatomy of a typical insect; external structure of representatives of each of the more important orders; insect physiology; classification; life histories; relations of insects to plants, to other animals, and to man.

8. MICROBIOLOGY.—*Throughout the Year*. Tu. Th., 2:30; Laboratory, Sat., 9:00-11:30. Credit, 6 hours. Alternate years. Prerequisite: *Biology 1*. Not given in 1913-14.

A study of microscopic plants and animals with special reference to their influence on human life and industry. Protozoa, molds, yeasts, and bacteria are studied in the laboratory. The following topics receive consideration in the class-room: the microbiology of air, water, sewage, soil, milk and milk products, foods; microbial diseases of plants, animals, and man; infection, immunity, and susceptibility. Text-book: Marshall's *Microbiology*.

IV. CHEMISTRY

Professor Youtz and Mr. Weigle

The aim of the work in chemistry is to lead students into an accurate and systematic knowledge of the principles underlying chemical phenomena. Emphasis is placed on principles rather than on details, with the intention to render the subjects valuable for general culture, while at the same time they may furnish a thorough foundation for those who may follow chemistry professionally, or as an adjunct in other scientific or technical lines.

1. GENERAL INORGANIC CHEMISTRY. — *Throughout the Year. Tu. Th., 9:30. and M., 2:30. Credit, 10 hours. Prerequisite: Elementary Physics and Algebra.*

Introduction. The first part of the course is devoted to a study of the laws of chemical union, solution, acids, bases, salts, atoms, molecules, valency, ionization, vapor density and the gas laws, atomic masses, molecular formulae, chemical equations, etc., developed quantitatively as far as seems consistent for beginners. In presenting these phases of the subject, hydrogen, oxygen, water, chlorine, and hydrochloric acid are studied in considerable detail. Following this is a systematic study of the history, occurrence, preparation, properties, and com-

pounds of the common elements, taken in the order of their valency with hydrogen for the acid-forming elements, and according to the usual grouping in analysis for the bases. The time is divided about equally between laboratory and lecture, or quiz. Three lectures or recitations, and five hours laboratory per week.

2. QUALITATIVE ANALYSIS.—*Throughout the Year. M. W. F., 11:30. Credit, 8 hours.*

A systematic study of the bases and acids, beginning with the simpler compounds and finally analyzing complex mixtures. Text-books: Steiglitz's *Qualitative Chemical Analysis*. One or two lectures or recitations, and five to eight hours laboratory per week.

3. QUANTITATIVE ANALYSIS.—*Throughout one or two Years. Tu., 11:30. Credit, 8 or 16 hours.*

The theory is given from outline notes, with readings from Olsen's *Quantitative Analysis*, Treadwell's *Quantitative Analysis*, Miller's *Quantitative Analysis for Mining Engineers*, Sherman's *Organic Analysis*, and others for reference. Miller's *Calculations of Analytical Chemistry* is used for stoichiometrical work. Among the analyses made in this course are the following: sodium chloride and its purification, preparation and analysis of potassium magnesium sulphate, coal, potassium alum, iron ammonium alum, iron ore, spiegel, limestone, feldspar, steel or iron, ores of copper, lead, nickel and cobalt, arsenic, antimony, zinc, chromium, acidimetry and alkalimetry, bleaching powder, sanitary water analysis, milk, cereal, fertilizer, sugar, oils, and soaps. Selections are made from the above to fit the needs of the various students expecting to follow chemical, engineering, medical, agricultural, or other lines.

4. ORGANIC CHEMISTRY.—*Throughout the Year.* M. W., 10:30. *Credit, 4 hours. Prerequisite: Chemistry 1.*

The more important classes of the carbon compounds are considered, mainly as outlined in Cohen's *Theoretical Organic Chemistry*.

5. ORGANIC CHEMISTRY.—*Throughout the Year.* *Credit, 6 hours. Prerequisite: Chemistry 1 and 2.*

Laboratory course. This course is designed particularly for those who are specializing in chemistry, or for those who expect to follow medicine or pharmacy, though any who are fitted may enter the course. A large number of syntheses are made, illustrating the more common class reactions and methods in the chemistry of the carbon compounds. Ultimate organic analysis is included as a part of the course. Eight hours laboratory. This course should be taken in connection with Chemistry 4.

6. THE CHEMISTRY OF DAILY LIFE.—*Second Semester.* M. W. F., 8:00. *Credit, 3 hours.*

The course consists of lectures and class demonstrations with no laboratory work. It is designed for students who do not regularly pursue Chemistry 1, but who desire to gain some first-hand and systematic information on chemical processes of a simple nature involved in every-day life.

Among the topics considered in this course are the following: common elements and elementary chemical principles; air, its composition and relationships to respiration, combustion, flame, and disintegration; fuels and relative values; artificial heat; plants, soils, fertilizers, as to their composition and relationships in growth; foods, composition, purity and tests for, chemistry of cooking; wines; distilled liquors, vinegars; explosives; textile fabrics, bleaching, dyeing; tanning leather; soda and baking; oils

and soaps; paper making; glass and porcelain; chemistry of photography; perfumes, alkaloids, and patent medicines. All these are considered in a simple elementary manner, not technical, especially as to their intimate relationships to every-day living.

7. INDUSTRIAL CHEMISTRY.—*First Semester. M. Tu. W. F.*, 8:00. *Credit, 4 hours. Prerequisite: Chemistry 1.*

The work will be selected from the following subjects: (1) Water; composition, pollution, purification; (2) Artificial illumination: candles, oils, lamps, petroleum, gas, electric light; (3) Explosives: gunpowder, gun cotton, nitro-glycerine; (4) Glass and ceramics; (5) Photography; (6) Sulphur and the sulphur acids; (7) Common salt, soda, bleaching powder, chlorates and allied products; (8) Caustic potash; (9) Nitric acid; (10) Sodium, alum, etc.; (11) Foods and drinks; (12) Fertilizers; (13) Textile fabrics, paper, bleaching, dyeing, calico printing; (14) Oils, fats, soaps, glycerine. Thorp's *Industrial Chemistry* is used as a text.

V. ECONOMICS AND POLITICS

Professor Atkinson

Economics

1. ECONOMIC HISTORY.—*Throughout the Year. Tu. Th.*, 9:30. *Credit, 4 hours.*

A critical study of the social and industrial history of England, followed by an investigation of the economic growth of our own nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization. Lectures and assigned readings, with special use of Cheyney's *Introduction*

to the *Industrial and Social History of England* and Bogart's *Economic History of the United States*.

2. PRINCIPLES OF ECONOMICS.—*Throughout the Year. M. W. F., 8:00. Credit, 6 hours.*

Beginning with a brief survey of the industrial revolution of the eighteenth century and of the business and commercial development of the United States, the study takes up in some detail the laws of the production, distribution, and consumption of wealth and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, state control, socialism, taxation, etc. Taussig's *Principles of Economics* is used as a text, with lectures and reading assignments on the economic questions of the day.

3. THE CORPORATION.—*Throughout the Year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Economics 2.*

The first semester the subject of corporation finance will be studied, covering the methods of legal organization and promotion of companies, sale of securities, raising and disbursement of funds, etc. Text: Lough's *Corporation Finance*.

The second semester will cover a systematic study of the "trust problem." With a brief introduction on the growth of the corporate form of business and of large-scale industry in the United States, the study takes up the causes that have led to the present business concentration, discusses the leading instances of this concentration in the large American corporations, the situation in other countries, and the remedies proposed to gain the advantages of concentrated industry with the largest measure of protection and service to the public interests. Text: Van Hise's *Concentration and Control, a Solution of the Trust Prob-*

lem in the United States, with references to other leading works and to current literature.

4. HISTORY OF ECONOMIC THEORY.—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: Economics 2.*

A course covering the essential points in the writings of the master minds in the history of economic theory,—Adam Smith, Mill, Ricardo, Malthus, Jevons, and others,—to give the student a firm grasp of the subject.

5. MONEY AND BANKING.—*First Semester. M. W. F. Credit, 3 hours. Prerequisite: Economics 2. Not given in 1913-14.*

The nature and functions of money and of credit, methods of their production and regulation, the forms and practical methods of banking in the United States and in foreign countries, and the plans of the important recent movement for banking and currency reform, are discussed in this course. Text: Scott's *Money and Banking* or Fisk's *The Modern Bank*, with references to current literature. Given by Professor Bushnell.

6. PUBLIC FINANCE.—*First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1 or 2, or Politics 1.*

The growing problems of justice in taxation and of the proper use of public funds in the interest of public welfare are the subject of this course. It covers such topics as the historical development of taxation, the various forms of public revenue, the general property tax, income and inheritance taxes, the "single tax," corporation taxes, the principles of social betterment through taxation, and the history and methods of the recent significant tax reforms in America and abroad, particularly in England.

Text: Seligman's *Essays in Taxation*, with references to Bullock's *Select Readings* and to current literature on the subject. Given by Professor Bushnell.

7. BUSINESS MANAGEMENT.—*Throughout the Year. M. W. F., 11:30. Credit, 6 hours.*

The first semester will begin with a general survey of the field of modern business,—including the organization of agricultural, manufacturing, and mercantile industries, stock and produce exchanges, salesmanship, advertising, credits, and collections—and will conclude with a special study of factory organization and administration, including a series of lectures on the principles of business efficiency.

The second semester will begin with the subject of business finance, including a practical study of money and credit funds, their instruments of transfer and the institutions and methods employed in funding operations. The latter part of the semester will be devoted to a study of the elementary practical aspects of modern transportation—by steam railway, electric railway, ocean and inland waterways. The chief books used in the course will be Sparling's *Business Administration*, Duncan's *Principles of Industrial Management*, Cleveland's *Funds and their Uses*, Emerson's *Twelve Principles of Efficiency*, and Johnson's *Elements of Transportation*. Given by Professor Bushnell.

Politics

1. AMERICAN POLITICS.—*First Semester, Tu. W. Th. F., 10:30. Credit, 4 hours.*

A study of the forms, principles, and actual workings of the American local, state, and national governments, with discussions of present political standards, party platforms,

business influences, and political tendencies of the time. Special attention is given to current literature on the subject. Text: Beard's *American Government and Politics*. Primarily for sophomores, but open to other classes.

2. PHILOSOPHY OF AMERICAN GOVERNMENT.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Politics 1.*

A study of the development of democratic forms of government in the United States, with special reference to the origin and influence of our federal constitution, of the present practice of the courts in interpreting it, and of the new movements for popular control through the initiative, the referendum, the recall, the short ballot, and the commission forms of government. Text: Smith's *The Spirit of American Government*, with assigned readings from such works as Child's *Short Ballot Principles*, Shaw's *Political Problems of American Development*, Well's *The Future in America*, and from current literature. Given by Professor Bushnell.

3. COMPARATIVE POLITICS.—*Throughout the Year. Tu. Th., 8:00. Credit, 4 hours. Prerequisite: Politics 1.*

A comparison is made of the forms of government and contemporary political problems, both national and international, of the leading modern nations, including especially the United States, England, Germany, France, and Switzerland, with particular reference to the present movement toward world federation. The course will be conducted by lectures, texts, and assigned readings, with the use of such works as Courtney's *Working Constitution of the United Kingdom*, Howard's *German Empire*, Dodd's *Constitutions*, Bridgman's *World Organization*, and Gore's *Political Parties and Party Policies in Germany*.

4. INTERNATIONAL LAW.—*Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Politics 1.*

A systematic discussion of the subjects, sources, and divisions of international law and of the general system of the rules of peace, war, and neutrality now operating among civilized nations. Text: Hershey's *Essentials of International Law*, supplemented with readings on current questions of international relations.

5. PARLIAMENTARY PROCEDURE.—*First Semester. Th., 7:00 P. M. Credit, 1 hour.*

A study of the rules of procedure of parliamentary bodies, with special reference to the practical workings of the Congress of the United States. Lectures will be given on the origin and development of the Committee on Rules of the House of Representatives, with frequent references to Hinds's *Precedents*. The course will include thorough parliamentary drills designed to prepare students to preside at conventions and public meetings. Roberts's *Rules of Order* or any other good text on parliamentary practice may be used.

VI. EDUCATION

Professor Rogers

The Department of Education is organized for the benefit of those students who wish to prepare themselves for teaching and the supervision of instruction, especially in the high schools of the state. The work in this department is so correlated with the work in other departments of the college that, while it deals with the problems of education from both the theoretical and the practical points of view, it is thoroughly in harmony with the general culture or liberal education for which the college stands. It is

not purposed to make specialists, but rather to accomplish these two things: namely, (a) to give those students who have had some experience in teaching, the fundamental principles involved in their work; and (b) to meet the immediate needs of those students who expect to teach after completing the college course and give them a foundation for graduate work in education which is now demanded by modern educational conditions of those who expect to make teaching a life work.

A student may take up the work in education with one of three aims in view: (1) to meet the requirements for a teacher's certificate as prescribed by section 458c of the laws of Wisconsin, in which case a student must offer at graduation at least nine hours in education, two of which may be a departmental teacher's course in the major subject; (2) to make education a minor, thereby taking a sufficient number of courses to cover the more important problems of high school work; (3) to make education a major, thus considering the problems of education from the standpoint of the supervisor as well as from the standpoint of the teacher. This is advisable for students who expect to become principals of high schools or superintendents of village and city schools. See suggested group for teachers, page 121.

1. HISTORY OF EDUCATION.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of the development of educational principles and institutions as found among primitive, ancient, and medieval people, with special reference to their bearing upon present-day educational problems.

2. HISTORY OF MODERN EDUCATION.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours.*

A study of the development of educational standards and institutions in Europe and America since the Renaissance. The theories of the leading educators of the different periods will be interpreted and compared, and their influence upon present educational theory indicated.

3. SECONDARY EDUCATION.—*First Semester. M. W. F., 1:30. Credit, 3 hours.*

This course deals with the relation that the high school bears to the colleges and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies, and problems are also considered.

4. PRINCIPLES OF TEACHING.—*Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisite: Education 2, or 8 and 3.*

The fundamental theories of education considered in their relation to the curriculum, also a consideration of the practical problems of the curriculum and methods of teaching.

5. PRINCIPLES OF MORAL EDUCATION.—*First Semester. Tu. Th., 10:30. Credit, 2 hours.*

A study of psychological and social factors which function in the development of social ideals during childhood and adolescence. The principles, materials, and methods of moral education will be considered.

6a. PHILOSOPHY OF EDUCATION.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours. Not given in 1913-14.*

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into school as a social institution and for their practical value in giving a basis

for the formation of fundamental principles. This course alternates with Education 6b.

6b. SOCIAL EDUCATION.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours.*

A study of the relation of the school to social conditions as reflected by aims, organization, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered. This course alternates with Education 6a.

7. SCHOOL ADMINISTRATION.—*First Semester. M. W. F., 10:30. Credit, 3 hours.*

A consideration of the problems of organization, legal status, agencies for administrative control of state and municipal school systems. Some attention will be given to special schools of various types.

8. EDUCATIONAL PSYCHOLOGY.—*Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Psychology 1.*

A course treating of mental development and the psychological basis of educational theory, with special consideration of the more important topics of educational psychology; such as, original and acquired traits, individual differences, etc. in connection with recent literature on the same.

9. EDUCATIONAL SEMINAR.—*Throughout the Year. Hours to be arranged. Credit, 2, 3, or 4 hours.*

This course furnishes an opportunity to students who wish to investigate special problems in education. The assigned readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.

10. CHILD STUDY.—*First Semester. Tu. Th., 1:30. Credit, 2 hours.*

A course on the physical, intellectual, moral, and religious development of children. It is designed to present the facts concerning the nature and development of the mind during childhood and early youth, with special reference to the meaning of these facts to parents and teachers. Special emphasis will be given to problems connected with the religious development of the child and Sunday-school work. Not credited toward minimum requirements for a teacher's certificate.

11. PRINCIPLES AND METHODS OF RELIGIOUS EDUCATION.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours.*

After a brief survey of the fundamental principles of religious education, the historic development, principles of organization and administration, curriculum and methods of teaching in the Sunday-school will be considered. Not credited toward the minimum requirement for a state teacher's certificate.

RELIGIOUS EDUCATION.—In order to meet the increasing demand for leaders in religious education and social work, courses ten and eleven above are offered. The first deals with the nature of the child, while the second deals with the work of the Sunday-school.

The awakened interest in the religious training of the child has caused the churches of all denominations to look to the colleges for young men and young women who are capable of leadership in Sunday-school work, and especially in the training of teachers. College students should be prepared to meet this demand for service. The following group of courses is suggested as a foundation for this work:

- a. Biblical Literature, courses 1, 2, 6 and 7;

- b. Comparative Religion and Missions, course 2;
- c. Ethics and Religion, course 5;
- d. Education, courses 4, 10, and 11.

Students presenting to the International Sunday School Board a certified statement of the completion of six hours in (a), two hours in (b), and four hours in (d), will receive the diploma which the Board grants to Sunday-school teachers who have completed its regular advanced teachers' training course.

ENGINEERING

(See *Department of Mathematics*, page 177.)

VII. ENGLISH LANGUAGE

Professor Spencer, Dean Carter, and Professor Orr

Two distinct aims are kept in view in the work of the Department of English Language:

(a) The first aim of the department is to train the students to secure ease, clearness, and correctness of expression in their written and spoken English. In all the theme courses major emphasis is placed upon the practical rather than the theoretical side of rhetoric. Actual practice in theme writing is regularly required and made the subject of class criticism in all the composition courses.

(b) The second purpose of the department is to offer to students an opportunity to obtain a clear understanding of the origin and development of the English language. Such an opportunity is given in the history of the English language and in the other elective courses in Old and Middle English.

The following courses are offered:

1. RHETORIC AND ENGLISH COMPOSITION.—*First Se-*

mester. Six Sections M. W. F., 8:00, 9:30, 10:30, 11:30, 1:30. Credit, 3 hours. Required of all Freshmen.

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Emphasis throughout the semester is placed upon writing of the most practical sort. Weekly themes are required, and after being criticized, are returned to the student for revision. Regular appointments for individual criticism are made with delinquent students.

Note: On the completion of this course, only a provisional passing grade is given. If at any time later in his college course a student is reported careless or deficient in his English composition, he may be required to take additional work in the subject.

2. ENGLISH COMPOSITION.—*Second Semester. Two Sections: Tu., 11:30; Th., 11:30. No Credit. Required of all students conditioned in English Language 1.*

A continuation of the work of English Language 1.

3. ADVANCED COMPOSITION.—*Second Semester. Four Sections: M. W. F., 8:00, 9:30, 10:30. Credit, 3 hours. Required of all Sophomores. Prerequisite: English Language 1.*

This course purposes to give training in structural technique and in all four forms of composition, with major emphasis on exposition and argumentation. The *Atlantic Monthly* is used as a text for the study of modern tendencies in prose composition. The instructor holds individual conferences with the students. Daily and fortnightly themes are written.

4. BUSINESS ENGLISH.—*Second Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: English Language 1.*

A study of English composition as adapted to advertising, law, buying, selling, and the routine correspondence of the practical business man. Designed especially for students electing work in the preprofessional groups of studies. Number in class limited to twenty.

5. EXPOSITORY WRITING.—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English Language 3.*

A systematized course in expository writing. A study of the nature, processes, functions, and special applications of exposition, in an attempt to give the student facility to write in a clear and interesting way the various types of expository essays. Daily and fortnightly themes.

6. NARRATIVE WRITING.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: English Language 3.*

Narrative composition based largely on a study of the short-story. Theory and practice. Lectures, discussions, and short-story writing.

9. ENGLISH VERSIFICATION.—*Second Semester. M. F., 2:30. Credit, 2 hours. Not given in 1913-14.*

The student is given first a brief, working knowledge of the structure of English verse, after which the course proceeds with a historical account of English versification and a discussion of metrical and rhythmical theories.

10. ORATION WRITING.—*Second Semester. Tu. Th., 11:30. Credit, 3 hours. Prerequisite: English Language 1.*

A practical course in modern oratorical construction, using the best examples of present-day college orations as a basis. After some work in analysis, through which the student is led to discover the principles of oratorical construc-

tion, he is required to outline and develop an original oration. Number in the class limited to fifteen.

14. TECHNICAL WRITING.—*First Semester. Th. Eve. Credit, 3 hours. Prerequisite: English Language 3. Not given in 1913-14.*

A course planned specifically for those desiring training in the organization and handling of larger masses of written material. Special emphasis is placed on exposition and argumentation and on the fundamental requirements of thesis writing. The major part of the work is done out of class, frequent conferences being held with individual students for criticism and counsel. Number in class limited to fifteen.

15. RHETORIC AND COMPOSITION FOR TEACHERS.—*First Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: English Language 3.*

The writing and the criticism of compositions is required, special emphasis being laid on the principles of theme structure. A brief study is also made of textbooks and the methods of teaching English in secondary schools. Prospective teachers of English must have completed or have registered for this course before recommendation to teach will be given by the department.

20. ELEMENTARY OLD ENGLISH.—*First Semester. M. W. F., 2:30. Credit, 3 hours. Elective for seniors and graduates, and for juniors after consultation with the instructor. Not given in 1913-14.*

The work of this course is devoted largely to a careful study of Old English grammar and such easy readings as are to be found in Bright's *Anglo-Saxon Reader*. Numerous word lists are assigned to the students for etymological and semasiological study.

21. BEOWULF.—*Second Semester. M. W. F., 2:30. Credit, 3 hours. Prerequisite: English Language 20. Not given in 1913-14.*

An intensive reading of the *Beowulf*, with a study of the metre and of the literary characteristics of Old English poetry. The poem is also used for training in phonology and textual criticism.

22. MIDDLE ENGLISH.—*First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: English Language 21.*

Emerson's *Middle English Reader* is made the basis of a survey of the language in the thirteenth and fourteenth centuries. Special attention is given to the different dialects and to the grammatical development of the language.

23. CHAUCER.—*Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: English Language 22.*

After a brief introductory study of the *Prologue*, the *Knight's Tale*, and the *Nun's Priest's Tale*, a rapid reading of Chaucer's more important poems is undertaken. Parallel readings are taken from the poems not read in class.

24. HISTORY OF THE ENGLISH LANGUAGE.—*Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: English Language 22. Not given in 1913-14.*

A historical study of the syntax, phonology, and morphology of the English language to and including the English of Chaucer.

VIII. ENGLISH LITERATURE

Professor Corkhill

It is the purpose of these courses to give the student a practical and first-hand knowledge of those works that are admitted to be masterpieces and are both the foundation

and the culmination of what is best in our literature. No text-books are used but the works chosen; these are read outside the class, and the recitation period is given up to a discussion of their content, what it involves, and what principles of its particular type the whole work exemplifies. By such a method it is hoped that the study may be made practical, and that each recitation may furnish some suggestions that will be of aid to the student in his individual and self-directed reading; also, that the reading of the works chosen may inspire in him a desire to broaden his acquaintance with the whole subject of literature, and by this means contribute to his higher and fuller education.

1. THE HISTORY OF ENGLISH LITERATURE.—*Throughout the Year. M. W., 10:30. Credit, 4 hours. Not given in 1913-14.*

A brief survey of the entire course of English literature.

2. THE SEVENTEENTH CENTURY LITERATURE.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours. Not given in 1913-14.*

A study of the most important conditions and influences of the literature of this period.

3. THE EIGHTEENTH CENTURY LITERATURE (I).—*First Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1913-14.*

A study of the literature of this century similar in scope and purpose to English Literature 2.

4. THE EIGHTEENTH CENTURY LITERATURE (II).—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English Literature 3. Not given in 1913-14.*

A study of the secondary writers of this period.

5. THE NINETEENTH CENTURY LITERATURE (I).—*First Semester. Tu. Th., 10:30. Credit, 2 hours.*

A study of the literature of this century similar in scope and purpose to English Literature 2.

6. THE NINETEENTH CENTURY LITERATURE (II).—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English Literature 5.*

A study of the secondary writers of this period.

7. AMERICAN LITERATURE (I).—*First Semester. M. W., 11:30. Credit, 2 hours.*

8. AMERICAN LITERATURE (II).—*Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English Literature 7.*

Supplementary to English Literature 7.

9. THE PRINCIPLES OF LITERATURE.—*First Semester. Tu. Th., 9:30. Credit, 2 hours.*

10. THE SHORT STORY.—*Second Semester. M. W., 10:30. Credit, 2 hours. Not given in 1913-14.*

A study of this form of literature as it appears in our present-day magazines.

11. THE ESSAY.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours. Not given in 1913-14.*

Chiefly a study of Carlyle, De Quincey, Macaulay, and Arnold.

12. THE MODERN DRAMA.—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Prerequisite: English Literature 13 and 15.*

A course in which will be considered the most noteworthy dramatic work of the nineteenth century.

13. THE NOVEL.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

A study of this form of literature with a view to finding out its chief principles.

14. THE ROMANTIC MOVEMENT.—*Second Semester. M. W. F., 11:30. Credit, 3 hours. Not given in 1913-14.*

A study of this period and of the principal writers belonging to it.

15. SHAKESPEARE.—*First Semester. M. W. F., 9:30. Credit, 3 hours.*

A study of his representative plays and of his period.

16. MILTON.—*Second Semester. M. W. F., 9:30. Credit, 3 hours.*

A study of *Paradise Lost*.

17. WORDSWORTH.—*First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Six college credits in English Literature. Not given in 1913-14.*

A study of his principal poems and of his period.

18. CARLYLE.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours. Not given in 1913-14. Prerequisite for the Sartor Resartus: Six college credits in English Literature.*

A study, in alternating years, of *Heroes and Hero-Worship* and of *Sartor Resartus*.

19. BROWNING.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Six hours college credit in English Literature, three of which must be English Literature 15.*

A study of his principal poems.

20. TENNYSON.—*First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: six college credits in English Literature.*

A study of his principal poems and of his period.

ENGLISH LITERATURE

21. EMERSON.—*First Semester. M. W., 10:30. Credit, 2 hours. Prerequisite: six college credits in English Literature.*

A study of his work and of his period.

22. LOWELL.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours.*

A study of his poems and of his period. Alternating with English Literature 23.

23. LOWELL.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours. Not given in 1913-14.*

A study of his essays and of his period. Alternating with English Literature 22.

24. LITERARY CRITICISM.—*Throughout the Year. Credit, 4 hours. Prerequisites: English Literature 13, 15-16. Not given in 1913-14.*

A study of the various forms of literature with a view to finding out what are their fundamental and essential principles and laws.

25. TEACHERS' COURSE.—*First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: nine college credits in English Literature.*

A course designed especially for those expecting to teach literature in high schools. The selections required in high school courses will be taken up with a view to teaching them.

ETHICS

(See Department of Psychology and Philosophy, page 188.)

FRENCH

(See Department of Romanic Languages, page 201.)

IX. GEOLOGY, MINERALOGY, AND BOTANY

Professor Bagg

This department aims to give the student a knowledge of fundamental geologic data and of the application of this to the discovery and utilization of natural resources and to questions of geography.

Geology is essentially a history of the earth and its inhabitants, and in its several branches is closely related to astronomy, physics, chemistry, zoology, and botany. Emphasis is placed upon this relationship and the student is encouraged to investigate many problems which arise in some special subject of geology.

Students intending to become science teachers are advised to take Meteorology, Physiography, Dynamic Geology and Geology of Wisconsin. All chemistry and engineering students should have a thorough knowledge of mineralogy, and the course in Economic Geology is especially planned to aid the engineer in commercial work.

On account of the proximity to the great copper and iron ore regions of Michigan and Wisconsin, Appleton presents unusual opportunities for geologic study. Glacial, river erosion, and lake shore processes are all well illustrated in this vicinity. The field studies made possible by these advantages are considered an essential part of the training in geology, and the field work is emphasized with the various class excursions.

1. METEOROLOGY.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

A discussion of the general constitution and circulation of the atmosphere, temperature changes, storms, and the precipitation of moisture. It includes a study of ocean

currents, causes of movements of sea waters, and the effect of tides upon shore lines. The laboratory work consists in the construction of weather maps and in problems given relating to the prediction of storms, frosts, floods, and weather changes, while the commercial value of such knowledge is explained. This course is designed for all students intending to take physiography. Text-book: Milham's *Meteorology*.

2. CLIMATOLOGY.—*Second Semester. Tu., 8:00. Credit, 1 hour. Prerequisite: Geology 1.*

A critical study of the climates of the world and of the factors upon which these depend. The course involves a study of the distribution of plants and animals and the occupation of mankind with relation to his environment. Text-book: Hann's *Handbook of Climatology*; References: *Climatology of the United States*, Bulletin Q, U. S. Department of Agriculture; *Climate Considered Especially in Relation to Man*, Ward, 1908.

3. DYNAMIC GEOLOGY.—*First Semester, M. W. F., 11:30. Credit, 4 hours.*

This is a general introductory course to inorganic geology, and treats of the agencies and forces producing results of these processes. The course includes lectures and laboratory work upon the most important rocks and minerals and the use of topographic and geologic maps illustrative of dynamic processes. It is an essential training for students expecting to take up other geologic subjects, and will be found of especial value to prospective science teachers. Text: Scott's *Introduction to Geology*.

4. HISTORICAL GEOLOGY.—*Second Semester. M. W. F., 11:30. Credit, 4 hours.*

A study of the subdivisions of geologic history, with the laws governing the deposition of rock strata and of the life development during each epoch. For this course students should have taken Geology 3 or its equivalent. Text-book: Chamberlain and Salisbury's *Geology* (vols. II. and III).

N. B. Students desiring a detailed knowledge of organisms of the past should take paleontology, since only the guide or index fossils are included in this course, the work being planned for stratigraphy rather than for paleontology.

5. GEOLOGY AND PYSIOGRAPHY OF WISCONSIN.—*First Semester. M. W. F., 9:30. Credit, 3 hours. Pre-requisite: Geology 3, or special permission.*

Special attention will be given in this course to southeastern Wisconsin, but the geology of the State is discussed in lectures and especial emphasis given to the glacial epoch and its effect upon the physiography of the region. No text-book is required, as the work will be carried on entirely by lectures and field investigations.

6. PHYSIOGRAPHY.—*Throughout the Year. Tu. Th., 9:30. Credit, 6 hours.*

This course will prove of especial value to students intending to qualify as science teachers in high school or college. It begins with a general discussion of erosion processes and the topographic forms of land relief. The laboratory work consists of detailed study of contour maps, with the methods of their construction and use. A limited number of field trips are required in the fall and spring to supplement laboratory practice. The second semester's work investigates the origin and development of the systems of land relief in the United States. Text-

books: Salisbury's *Physiography (Advanced Course)* and *Physiography of the United States*.

7. ECONOMIC GEOLOGY.—*First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Chemistry 1 and either Geology 3 or 8, or their equivalent.*

The course in economic geology is open to all science and engineering students who desire a knowledge of the ore deposits in the United States and the application of geology to commercial purposes. A discussion is given of the origin and classification of ore deposits and their occurrence and distribution, with special reference to the United States. Text-book: Ries's *Economic Geology of the United States*. (Revised Ed.).

8. MINERALOGY.—*Second Semester. M. Tu. W. Th. F., 10:30. (Includes Laboratory). Credit, 5 hours. Prerequisites: Chemistry 1 and Physics 1.*

An introductory course treating of the crystallographic, chemical, and physical properties of minerals, with the method of identification by use of the blowpipe in the laboratory. The laboratory work consists of exercises with crystals and crystal models and the construction of crystal figures by clinographic projection, as well as a limited amount of blowpipe work upon a few selected specimens. The second part of the course involves a more detailed study of the important rock-making minerals, their identification, classification, distribution and economic value. Text-books: William's *Crystallography* (revised ed.) and Moses and Parson's *Mineralogy, Crystallography, and Blowpipe Analysis*.

9. PETROLOGY.—*Second Semester. Tu., 11:30. Credit, 1 hour.*

This course involves a discussion of the origin and

microscopic structures of rock magmas, together with their component minerals. The student is taught to identify rocks in field and laboratory, and is acquainted with the various building stones used in the United States. The study will be developed with emphasis upon the economic side rather than from the later classification of rock magmas belonging to the igneous series. Text-book: Pirsson's *Rocks and Rock Minerals*.

11. STRUCTURAL GEOLOGY.—*Second Semester, M. W. F., 8:00. Credit, 3 hours. Not given in 1913-14.*

Students taking Structural Geology must have a general knowledge of minerals, rocks, and the dynamic forces producing metamorphism. The major part of the work consists of an investigation of the structural relations of rock masses, including the origin of veins and ore bodies and the metamorphic processes affecting rock masses. A limited number of field excursions are required. Text-book: Geikie's *Structural and Field Geology*. (Revised Ed., 1908). References: Fisher's *Physics of the Earth's Crust*, Willis's *The Mechanics of Appalachian Structure*, and *Relation of Rock Flowage to Mountain Making* (U. S. G. S. Monograph, XLVII. 1904). Alternates with Geology 5.

12. PALEONTOLOGY.—*First or Second Semester. M. W., 8:00. Credit, 2 hours. Prerequisite: Geology 4.*

The work of Paleontology is open to all students in biology or zoology, as well as to science students who have taken some work in geology. The course includes a study of the classification of fossils and their distribution in past epochs. Special emphasis is given to the earlier paleozoic formations occurring in Wisconsin, but the type or guide fossils of other horizons are also examined.

Text-book: Zittel's *Paleontology*, Vol. I (Eastman's translation).

BOTANY

1. PLANT HISTOLOGY AND MORPHOLOGY.—*First Semester. Tu. Th., 1:30-4:00. One additional lecture hour to be arranged. Credit, 3 hours.*

The course in botany begins with a study of the tissues and organs of plant life, the phenomena of nutrition, growth, and reproduction. An outline is given of the fundamental principles of taxonomy, with especial emphasis upon the microscopic forms, while the laboratory work will deal with the detailed study of representative cryptogams. Text-books: Duggar's *Plant Physiology* and Strasburger's *Text-book of Botany*.

2. SPECIAL BOTANY.—*Second Semester. Tu. Th., 1:30-4:00. One additional lecture hour to be arranged. Credit, 3 hours. Prerequisite: Botany 1.*

This course treats of the taxonomy of spermatophytes. The student is taught to identify and classify the flowering plants of Wisconsin obtained from field excursions. The ecological factors governing plant distribution, together with the economic value of selected types, will be discussed. A brief outline of the evolution of plant life as revealed by paleobotany will conclude this course.

X. GERMAN

Professor Gerechter and Professor Ruff

1. BEGINNING GERMAN.—*Throughout the Year. Tu. W. Th. F., 8:00, and M. Tu. W. F., 11:30. Credit, 8 hours.*

Pronunciation, grammar, and practice in reading, writ-

ing, and speaking German. No credit is given unless the course is completed. The course at 11:30 is open to freshmen only.

2. BEGINNING GERMAN.—*Second Semester. M. Tu. W. F., 11:30. Credit, 4 hours.*

This course is similar to German 1. No credit is given unless course 3 is taken.

3. ADVANCED FIRST YEAR GERMAN.—*Throughout the Year. M. W. Th. F., 1:30. Credit, 8 hours. Prerequisite: German 2, or one year of German in high school. Not given in 1913-14.*

Grammar, conversation, and reading of easy literature.

4. SECOND YEAR GERMAN.—*Throughout the Year. M. W. Th. F., 9:30. Credit, 8 hours. Prerequisite: German 1.*

Reading of prose, lyrics, and other verse. Review of first year grammar; composition, German conversation, and memorizing German poems.

5. ADVANCED SECOND YEAR GERMAN.—*Throughout the year. M. Tu. W. F., 10:30. Credit, 8 hours. Prerequisite: German 3, or two years of German in high school.*

Prose and verse by Moser, Baumbach, Lessing, Schiller, etc. Composition and German conversation.

6. THIRD YEAR GERMAN.—*Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisite: German 4.*

Prose and verse. Rapid reading of works by Freytag, Scheffel, Ernst, Keller, Lessing, Goethe, etc. German 7, if not already completed, must be combined with this course. This course will be conducted mostly in German.

7. GERMAN CONVERSATION, COMPOSITION, AND SYNTAX.—*Throughout the year. W. F., 11:30. Credit, 4 hours.*

Elective for students who have completed German 4 or 5, or their equivalents.

8. SCIENTIFIC GERMAN.—*Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Prerequisite: German 4 or 5.*

9. TEACHERS' GERMAN.—*Throughout the year. Tu. Th., 8:00. Credit, 4 hours. Not given in 1913-14.*

A study of the methods of teaching modern foreign languages. Lectures, discussions, reports, and practice in teaching. This course is intended for juniors and seniors who expect to teach German.

10. LIFE AND WORKS OF SCHILLER.—*Throughout the Year. Tu. Th., 9:30. Credit, 4 hours. Prerequisites: German 6 and 7, or their equivalent. Not given in 1913-14.*

This and all the following courses are conducted in German.

11. LIFE AND WORKS OF GOETHE.—*Throughout the year. Tu. Th., 9:30. Credit, 4 hours.*

This course alternates with German 10.

12. THE ROMANTIC SCHOOL.—*Throughout the year. W. F., 9:30. Credit, 4 hours. Prerequisites: German 10 and 11. Not given in 1913-14.*

A study of the tendencies of the Romantic Movement as they are found in Tieck, Novalis, Wackenroder, and the two Schlegels. German themes are written on subjects assigned.

13. MODERN GERMAN DRAMA.—*Throughout the year. W. F., 9:30. Credit, 4 hours.*

Kleist, Grillparzer, Hebbel, Ludwig, Wildenbruch, Sudermann, and Hauptmann. This course alternate with German 12.

14. HISTORY OF GERMAN LITERATURE.—*Throughout*

the Year. W. F., 8:00. Credit, 4 hours. Prerequisites: German 10 and 11, or their equivalents.

A systematic study of German literature from its beginning. Thomas's *History of German Literature* will form the basis of this course. Lectures and reading of typical works.

15. GERMAN SEMINAR.—*Throughout the year. W., 10:30. Credit, 4 hours.*

First semester, Schiller; second semester, Goethe. Lectures, collateral reading, and papers on subjects assigned. This course may be taken a second time, as the subject matter will be changed. The enrollment is at the discretion of the instructor.

16. GOTHIC AND OLD HIGH GERMAN.—*First Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1913-14.*

Grammar, reading, and lectures. Intended for students who major in German. This course and German 17 alternate with German 18.

17. MIDDLE HIGH GERMAN.—*Second Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1913-14.*

Lectures, grammar, and reading. For students who intend to teach German.

18. HISTORY OF THE GERMAN LANGUAGE.—*Throughout the Year. Tu. Th., 10:30. Credit, 4 hours.*

An historical survey of German and its relation to the other members of the Germanic and Indo-Germanic family of languages. Lectures and selections of reading. Intended for students who want to teach German.

XI. GREEK

Professor Trever

The purpose of the work in Greek is to acquire the ability to read with ease and appreciation the master-

pieces of Greek literature, and thereby to gain an entrance into the inner thought and life of the Greeks. This purpose is impressed upon the mind of the student, not as a mere ideal, but as a practical working principle. Though thorough grammatical knowledge is insisted upon, this and all other purposes are made secondary to that enunciated above.

Course 1 is for beginners. Students who upon entrance to college have already completed the equivalent of this course, may obtain, if they desire, four years of advanced work in the language.

1. ELEMENTARY GREEK.—*Throughout the Year. Tu. W. Th. F., 8:00. Credit, 8 hours.*

The purpose in this course is to accomplish in one year the ordinary preparatory work in Greek of three semesters. Burgess and Bonner's *Elementary Greek Book*, followed by Xenophon, or other easy prose; lessons from Bonner's *Prose Composition*.

2. XENOPHON.—*First Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.*

Anabasis supplemented by New Testament or other prose. Advanced lessons from Bonner's *Greek Composition*.

3. HOMER.—*Second Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.*

Selections from the *Iliad* or the *Odyssey*, accompanied by a literary study of one epic in translation.

4. HERODOTUS AND THUCYDIDES.—*First Semester. M. W. F., 1:30. Credit, 3 or 4 hours.*

5. PLATO.—*Second Semester. M. W. F., 1:30. Credit, 3 or 4 hours.*

Apology and *Crito*, supplemented by selections from *Phaedo*, the *Symposium*, Xenophon's *Memorabilia*, and

Aristophanes's *Clouds*, in order to gain a complete picture of the personality of Socrates.

6. TRAGEDY.—*First Semester. Tu. Th., 10:30. Credit, 2 or 3 hours.*

One play from Sophocles or Euripides. This course should be taken in connection with Greek 10, Greek Drama in English.

7. ORATORS.—*Second Semester. Tu. Th., 10:30. Credit, 2 or 3 hours.*

Demosthenes's *De Corona*, or *Lysias*. Advanced prose composition.

8. COMEDY.—*Second Semester. Credit, 2 or 3 hours.*
Aristophanes's *Clouds*, or *Frogs*.

9. SELECTED EPISTLES OF PAUL.—*First Semester. Tu., 7:00-9:00 P. M. Credit, 2 hours. Prerequisite: two years of Greek.*

Especial attention will be paid to New Testament interpretation in this course.

GREEK LITERATURE, HISTORY, AND ANTIQUITIES.

The following courses require no knowledge of Greek and are open to all students.

It is a commonly recognized fact that Greek literature and civilization have had a leading part in the development of modern literature and institutions. Turn to what phase of life we will, to civics, art, oratory, philosophy, poetry in its several branches, we find the evident marks of Greek influence. Plastic art cannot be studied except by constant reference to Athens. The modern, complex state is studied to best advantage after a thorough grounding in the essentials of the ancient city-state. But above all, much of the best of our English poetry cannot be highly appreciated without an acquaintance with Homer

and the Attic dramatists. The students of English literature especially cannot afford to neglect Greek poetry; for many of our best English poets literally lived and breathed in its atmosphere. It is here they learned their poetic music, their lyric flights, their sublime imagination, and their boldness to grapple with life's profoundest problems.

The purpose of the following courses, then, is to open the door to a wider appreciation of Greek literature and institutions, for all college students, but especially for students of English poetry and history.

10. THE GREEK DRAMA IN ENGLISH.—*First Semester. M. W. F., 11:30. Credit, 3 hours.*

A study of the origin, development, and literary characteristics of the Greek drama. Comparative study of the three great tragedians, as also of Greek and English drama, with frequent reference to English poetry.

11. HISTORY OF GREEK LITERATURE.—*First Semester. M. W. F., 11:30. Not given in 1913-14.*

A study of the development of Greek Literature in its several types, with special reference to Greek poetry and its relation to English poetry. Lectures and study of some of the best specimens of Greek literary art in English translation.

12. GREEK HISTORY TO THE CONQUEST OF ALEXANDER.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

Special emphasis is laid upon the economic, literary, and social development of the Greeks, rather than upon the political and military phases of their history. Considerable study directly from the sources, in English translation.

13. THE PRIVATE LIFE OF THE GREEKS.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours.*

Studied from literature and the monuments.

14. CLASSICAL MYTHOLOGY.—*Second Semester. Tu. Th., 11:30. Credit, 2 hours. Not given in 1913-14.*

Studied with special reference to its relation to English literature.

15. GREEK PLASTIC ART.

Courses in Greek art are taught by Professor Fairfield of the Department of Art.

16. ROMAN HISTORY.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

Taught in alternate years with Greek 12, as in that course the military history will be only incidental and the stress will be upon the economic, social, and political development of the Romans.

XII. HEBREW

Professor Gerechter

Hebrew has been introduced into the curriculum to accommodate students preparing for the ministry. It is expected that a good working knowledge of Hebrew will be acquired. In an informal way, the relation of Hebrew to the other Semitic languages and a general view of this field will be presented. Lectures on Hebrew literature will be delivered by the professor.

1. BEGINNING HEBREW.—*First Semester. Hours to be arranged. Credit, 4 hours.*

Harper's *Elements of Hebrew* and *Introductory Hebrew Methods and Manual* will be used as text-books. Lessons I to XVII, comprising the first chapter of *Genesis*. Written and oral exercises.

2. BEGINNING HEBREW (CONTINUED).—*Second Semester. Hours to be arranged. Credit, 4 hours.*

Text-books as in Hebrew 1. Lessons xvii to xxxiii, comprising *Genesis* ii and iii. Selected reading: *Genesis*, chapter 24. Written and oral exercises.

3. SECOND-YEAR HEBREW.—*First Semester. Hours to be arranged. Credit, 4 hours. Not given in 1913-14.*

Text-books same as in Hebrew 1 and 2. Lessons xxxiii to L inclusive, comprising *Genesis* iv to ix. Selected readings from Deuteronomy and the Psalms. Written and oral exercises.

4. SECOND-YEAR HEBREW (CONTINUED).—*Second Semester. Hours to be arranged. Credit, 4 hours. Not given in 1913-14.*

A general review of grammar, with selected readings from the Psalms and Isaiah.

XIII. HISTORY

Professor Moore

To understand modern society it is quite necessary to know the origin and to trace the growth of our various political, economic, and social institutions. This department therefore aims to give the study of history a real, practical value by showing the relation of the past to present-day problems and conditions. It also endeavors to provoke a fair and just critical spirit, stimulate inquiry, and promote general culture.

In connection with every course, text-books are used where practicable and are supplemented by lectures, collateral reading, discussions, and theses on assigned topics. Courses 1 and 2 are introductory courses, and it is recommended that they be taken in the freshman year.

1. MEDIEVAL EUROPEAN HISTORY.—*First Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.*

A general survey of the history of Europe from the Barbarian Invasions to the end of the Middle Ages.

2. MODERN EUROPEAN HISTORY.—*Second Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.*

A general survey of modern European history. A continuation of course 1.

3. HISTORY OF ENGLAND.—*First Semester. Tu. Th., 9:30. Credit, 2 hours.*

A general course in English history from the earliest times to the beginning of the Stuarts.

4. HISTORY OF ENGLAND.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours.*

From the beginning of the Stuarts to the present time. Continuation of History 3.

5. THE RENAISSANCE.—*First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: History 1 and 2, or 3 and 4.*

An attempt to give a clear, concise presentation of the civilization of the later Middle Ages and the Renaissance in its various aspects. Alternate years.

6. THE PROTESTANT REFORMATION.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: History 1.*

The Reformation, Counter-Reformation, and the Thirty Years War. Given in alternate years by President Plantz.

7. EUROPE IN THE EIGHTEENTH CENTURY.—*First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisites: History 1 and 2, or 3 and 4. Not given in 1913-14.*

Special attention given to France. Rise of Russia and Prussia. Colonial Expansion. Philosophy and literature

HISTORY

of the "Age of Enlightenment." Aims and accomplishments of the "Benevolent Despots." Alternate years.

8. THE FRENCH REVOLUTION AND NAPOLEON.—*Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisites: History 1 and 2, or 3 and 4. Not given in 1913-14.*

The Old Regime. French Revolution. Napoleon. Given in alternate years by President Plantz.

9. THE NINETEENTH CENTURY.—*Second Semester. M. W. F., 8:00. Credit, 3 hours. Prerequisites: History 1 and 2, or 3 and 4. Not given in 1913-14.*

Political, economic, and social history of the principal European nations since the Congress of Vienna. Colonial and eastern questions. Alternate years.

20. AMERICAN HISTORY (1492-1789).—*First Semester. M. W. F., 8:00. Credit, 3 hours.*

The Colonial Era, Revolution, Confederation, Federal Constitution. Alternate years.

21. THE UNITED STATES FROM 1789 TO 1865.—*Second Semester. M. W. F., 8:00. Credit, 3 hours.*

A general history of the United States from the adoption of the Constitution to the close of the Civil War. Alternate years.

22. RECENT AMERICAN HISTORY.—*First Semester. M. W. F., 8:00. Credit, 3 hours. Not given in 1913-14.*

A general history of the United States from the beginning of the Reconstruction period until the present. Alternate years.

23. HISTORY OF THE AMERICAN WEST.—*Second Semester. Tu. Th., 11:30. Credit, 3 hours. Not given in 1913-14.*

A history of the Middle West and the Western States. This course will meet twice a week for lectures; but, in addition to this, the students will meet the instructor at least once a week for consultation in connection with collateral reading and the preparation of one or more lengthy reports. This course is open to juniors and seniors who have had six hours of American history. Alternate years.

29. SEMINAR.—*Second Semester. Tu. 3:30 to 5:00. Credit, 2 hours. Prerequisite: ten hours of history, six of which must be American.*

A careful and critical study of assigned topics in American history. The aim is to adapt the History Seminar to the needs and capacities of undergraduate students, giving them a training in the use of source materials. Alternate years.

30. HEBREW HISTORY.—*First Semester. M. W. F., 8:00 or 11:00. Credit, 3 hours.*

Given by Professor Naylor. See Department of Biblical Literature.

31. JEWISH HISTORY.—*Second Semester. M. W. F., 8:00 or 11:00. Credit, 3 hours.*

Given by Professor Naylor. See Department of Biblical Literature.

32. HISTORY OF GREECE.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

Given by Professor Trever. See Department of Greek.

33. HISTORY OF ROME.—*Second Semester. M. W. F., 11:30. Credit, 3 hours. Not given in 1913-14.*

Given by Professor Trever. See Department of Greek.

XIV. LATIN

Professor Wright

To acquire the ability to read the masterpieces of Roman literature with care, accuracy, and appreciative enjoyment, is the purpose kept steadily in view. Without neglecting the necessary grammatical technicalities of the language, the chief emphasis is given to a sympathetic literary interpretation of the authors read, with proper reference to their subject matter, stylistic features, historical interest, and the mythology and antiquities involved.

The masterpieces of Cicero, Livy, Tacitus, Pliny, Vergil, Horace, Sallust, Nepos, Martial, Terence, Plautus, Tibullus, Propertius, Ovid, Juvenal, Lucretius, and Catullus are made the basis of the work, and enable the student to attain a wide and thorough knowledge of the best and most characteristic aspects of Roman life and thought as revealed in the extant literature. The possibility is offered of electing Latin throughout the college course. Members of advanced classes are granted the privileges of the Jones Memorial Latin Library. Students who are planning to teach Latin as a profession are given special opportunities for preparation and training.

1. CICERO, VERGIL, HORACE, TERENCE.—*Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours.*

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes* and *Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

2. OVID, NEPOS.—*Throughout the year. M., 10:30. Credit, 2 hours.*

Easy translation course to supplement Latin 1.

3. PHAEDRUS, LATIN NEW TESTAMENT.—*Throughout the year. M., 10:30. Credit, 2 hours. Not given in 1913-14.*

Alternates with Latin 2.

4. LIVY, HORACE, PLAUTUS.—*Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours. Not given in 1913-14.*

Selections from Livy I, II and XXI. Satires and Epistles of Horace. *Captivi* of Plautus. Exercises in writing Latin. Historical outlines of Roman Literature.

5. PLINY, MARTIAL, CATULLUS.—*Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: Latin 1.*

An advanced translation course.

6. JUVENAL, TACITUS, CICERO, TIBULLUS, PROPERTIUS.—*Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: Latin 1. Not given in 1913-14.*

Alternates with Latin 5.

7. LATIN COMPOSITION.—*Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 4.*

Practical work in Latin writing with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers.

8. TEACHERS' TRAINING COURSE.—*Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 4. Not given in 1913-14.*

Historical Latin grammar: pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin.

9. SIGHT TRANSLATION.—*Throughout the year. Th., 3:30. Credit, 2 hours.*

Translation in class of new Latin. For this purpose the easiest extant authors are chosen.

A. BEGINNING LATIN, CAESAR.—*Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours. Not given in 1913-14.*

A free elective course in elementary Latin and Caesar's *De Bello Gallico*.

B. CICERO, VERGIL.—*Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours.*

Four orations of Cicero and four books of Vergil's *Aeneid*. Exercises in writing Latin.

XV. MATHEMATICS, ENGINEERING, ASTRONOMY

Professor Lymer and Mr. Remley

Although the primary aim of this department is to train the mind to think logically on all subjects, still the topics are so selected as to lay the foundation for the professions of engineering and architecture. To this end the work is made largely practical.

Students majoring in mathematics are advised to take courses 1 to 6. Astronomy and courses in engineering, except mechanics, may not count on a major or a minor. A minor should consist of Mathematics 1 to 4.

Engineering students are advised to take the Pre-engineering Group as outlined.

A. Mathematics.

1. ALGEBRA.—*First Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.*

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Reitz and Crathorne.

2. TRIGONOMETRY.—*Second Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.*

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Phillips and Strong.

3. HIGHER ALGEBRA.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours. Prerequisites: Mathematics 1 and 2, or may be taken with Mathematics 2.*

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Rietz and Crathorne.

4. ANALYTIC GEOMETRY.—*Throughout the Year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.*

The straight line, conic sections, solid geometry. A few higher plane curves are discussed. Text: Fine and Thompson.

5. CALCULUS.—*First Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 4.*

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Townsend and Goodenough.

6. ADVANCED CALCULUS.—*Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 5.*

Evolutes, envelopes, singular points, curve-tracing partial derivatives, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc.

7. **TEACHEBS' COURSE.**—*First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: nine hours of college mathematics. Not given in 1913-14.*

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Text-books and methods of teaching. Model classes conducted by the members.

8. **PROJECTIVE GEOMETRY.**—*Throughout the year. Hours to be arranged. Credit, 4 hours. Prerequisite: Mathematics 4. Not given in 1913-14.*

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved.

9. **DIFFERENTIAL EQUATIONS.**—*Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: Mathematics 6, or may be taken with Mathematics 6. Given in 1913-14 and in alternate years.*

Ordinary differential equations, with applications to physics and geometry. Text: Murray.

B. Engineering.

1. **MECHANICAL DRAWING.**—*Throughout the year. M., 1:30, W. F., 1:30-4:30. Credit, 6 hours.*

This work includes free-hand lettering, exercises involving the use of all instruments, geometrical constructions, isometric, cabinet, and elementary orthographic projection. Special attention is given to free-hand lettering, tracing, blue print work, and the drawing of machine parts. One lecture or recitation and six hours drafting per week. Text: Phillips's *Notes on Mechanical Drawing*.

2. **DESCRIPTIVE GEOMETRY.**—*Throughout the year. M. 2:30-4:30, W. F., 11:30. Credit, 4 hours. Prerequisite: Engineering 1.*

Given partly as a theoretical and partly as an applied subject. The solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Phillips and Millar. One recitation and three hours drawing per week. Alternates *Engineering 1*.

3. SURVEYING.—*Throughout the year. Tu. Th., 11:30; Tu. Th., 1:30-4:30. Credit, 6 hours.*

Special attention is given to the use, care, and adjustment of instruments, and to the solution of problems in connection with the plane table, transit, and level. The work includes different methods of measuring angles, running traverses, differential and profile leveling, establishing grade lines, computation of areas, and land surveying, especially the United States system of land subdivision. Johnson and Smith's *Theory and Practice of Surveying* is used as a text, and Pence and Ketchum's *Surveying Manual* is used as a guide for field work. Fee, \$2.00 per semester. NOTE: Office work is substituted for field work during the winter months. Field work is on the same credit basis as laboratory work.

4. MECHANICS.—*Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisite: Mathematics 5, or may be taken with Mathematics 5. Not given in 1913-14.*

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with application; laws of motion, moment of inertia and rotation, work and energy, impulse and momentum. Graphic and analytic mechanics. Text: Maurer. Alternates with *Engineering 2*.

C. Astronomy.

1. GENERAL ASTRONOMY.—*First Semester. M. W. F., 2:30. Credit, 3 hours.*

A historical and descriptive course, designed to give the student a broad view of the science and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope in the study of the heavenly bodies. This course requires only the simplest mathematical operations, and is complete without Astronomy 2. Text: Moulton. This course may not count on the group requirement. Elective for students beyond the freshman year. No prerequisite. Given in 1913-14 and in alternate years.

2. PRACTICAL ASTRONOMY.—*Second Semester. M. W. F., 2:30. Credit, 3 hours. Prerequisites: Mathematics 2 and Astronomy 1.*

Methods of taking and reducing observations, determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Special attention is given to the astronomy of engineering. About half the time is spent in laboratory work in the evening. Text: Comstock's *Field Astronomy*, with references to Loomis, Doolittle, etc.

MINERALOGY

(See Department of Geology, page 158.)

MISSIONS

(See Department of Religion, page 199.)

XVI. MUSIC

Professors Harper, Brazelton, Arneke

A study of music in which the student is given a clear grasp of the fundamental principles underlying the art. The knowledge of the history of its development is becoming more and more recognized as a proper subject for college credit at Lawrence. Twelve hours of work taken in the Conservatory of Music under the regulations there enforced may be counted towards the degree of A.B. Four of these hours must be history or harmony, and the remaining eight may be in any department of the Conservatory. A special tuition is charged for these courses.

1. HISTORY OF MUSIC.—*Credit, 2 hours.*

This course will begin with a study of music among the more Oriental nations, and will continue with the Greeks and the Romans, the development of church music, the French, Netherland, and Italian schools from 1000 to 1500 A. D., the genius epoch of the German school, ending with modern music in Germany, France, Russia, and America.

2. THEORY OF MUSIC.—*Credit, 4 hours.*

This course embraces harmony, counterpoint and fugue, harmony and formal analysis of standard compositions, ear-training, orchestration, and composition.

3. ADVANCED HARMONY.

Harmonization of chorals. Remote modulations. Unprepared and unresolved dissonances, etc.

4. INSTRUMENTAL ANALYSIS AND COMPOSITION.

This course will consist of advanced work in the technical materials of piano playing; an analysis in the classics, including the work of Bach, Haydn, Mozart, and Bee-

thoven; and, finally, the study of modern compositions of all schools, including the great modern concertos.

5. VOCAL COMPOSITION.

This course consists of advanced work in the study of the technique and tone development of the voice. The songs of different lands and the recitative and aria of the great oratorios and operas are carefully studied.

PHILOSOPHY

(See *Department of Psychology and Philosophy*, page 188.)

XVII. PHYSICAL EDUCATION.

Mr. De Witt and Mrs. Treat

Especial attention is given to out-door work, mainly in the form of football, baseball, and track athletics. In this the effort is made to secure the greatest possible benefit for all students. Classes for basketball and other gymnastic games are organized, and every effort is made to further out-door sports, such as cross-country running and walking, tennis, rowing, swimming, etc.

Regular work is given in the gymnasium, which has excellent floor space and adequate equipment. Each student is required to take at least two years of physical training before graduation.

Each student undergoes careful physical examination and tests upon entering the department and at the beginning of each semester. Suitable corrective exercises are prescribed for individual cases, and anthropometric charts are platted. Each student is furnished with a handbook containing the anthropometric chart, the gymnasium rules, and valuable health information.

All students who participate in such games as football, basketball, baseball, track, tumbling, the gymnasium team, boxing, fencing, and wrestling, are required to make a total of six hundred points in the strength test.

Lectures on hygiene, care of the body, anatomy, prescription, and first aid to the injured are given in all gymnasium classes.

Special graded forms of exercises are taught in every line of gymnasium work and are published and placed on the bulletin board in the gymnasium. Students preparing to teach will find these exercises beneficial.

Special classes in boxing, wrestling, fencing, swimming, and tumbling are arranged without extra charges. A gymnasium exhibition is given each year in the second semester. All gymnasium students are required to participate as part of their course in physical education.

1. FRESHMAN GYMNASIUM.—*Throughout the year. M. W. F., 9:30, 1:30, 2:30.*

Class work for freshmen follows as nearly as possible the same regimen and the modern methods used in the larger eastern colleges. It consists of calisthenic exercises, dumb-bell, wand (long and short), and Indian club drills. The last fifteen minutes of each class period is devoted to teaching of games. Toward the end of the semester apparatus exercises on the horizontal bar, parallel bars, horses, bucks, ladders, etc., are regular class requirements.

2. SOPHOMORE GYMNASIUM.—*Throughout the year. Tu. Th., 10:30-11:30.*

Sophomore classes follow the same routine as freshmen classes, but are allowed to take more advanced exercises, such as mat work, tumbling, advanced apparatus work, and athletic and gymnastic dancing.

PHYSICS

PHYSICAL EDUCATION FOR WOMEN.—Each student is given a careful physical examination at the beginning of the school year. These data are made the basis of an anthropometric chart which becomes the property of the individual student. Physical defects are noted and special exercises are prescribed for their correction. At the close of the year another examination takes place and a new chart is platted. A comparison of the two charts indicates the development that has taken place during the year.

Students are required to keep full notes of all military commands, drills, and hygienic rules. Regular examinations are held at the end of each semester.

3. GYMNASTICS.—*Throughout the year. Tu. Th., 3:30. Credit, 2 hours.*

Swedish gymnastics, free-hand movements, dumb bells, wands, military drill, fancy steps, and folk dances.

4. GYMNASTICS.—*Throughout the year. Tu. Th., 2:30. Credit, 2 hours.*

First Semester: Swedish gymnastics, military drill, corrective exercises. Second Semester: Normal class in gymnastics, military drill, fancy steps, and folk dances. Grade for the work is based on the ability of the individual to conduct a class in every branch of the work given.

XVIII. PHYSICS

Professor Treat

The work in physics is designed to develop in the student the ability to observe accurately, to reason logically, and to demonstrate the validity of his conclusions experimentally. To this end use is made of text-books, the reference library, laboratories, and lectures, as oc-

casion demands or the nature of the particular subject requires. The Stephenson Hall of Science was planned to meet the requirements of the rapidly growing interest in, and importance of, science work, and is entirely adequate for all demands made upon it.

In the experimental work an outline manual is followed, the student being required to consult such authorities as Hastings and Beach, Carhart, Barker, Watson, Preston, Maxwell, Rowland, Jackson, Tesla, etc. These books are kept in the departmental library adjoining the laboratory. Here are found also such laboratory books as Whiting, Stewart and Gee, Tory and Pitcher, Nichols, Kohlrausch, Ames and Bliss, Milliken, Glazebrook and Shaw, Loudon and McLennan, Austin and Thwing, etc. The student, by frequent use, becomes acquainted with the works of the best authors upon the subject of physics, and, in many cases, has brought before him the several practical methods for the experimental solution of the problem under consideration.

1. GENERAL PHYSICS.—*Throughout the year. M. T. W. Th., 11:30. Credit, 8 hours.*

Mechanics, sound, and light. Heat and electricity. This course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a prerequisite. Laboratory work, $2\frac{1}{2}$ hours per week at the hours indicated on the schedule.

2. GENERAL MATHEMATICAL PHYSICS.—*Throughout the year. M. W. F., 8:00. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.*

Mechanics and heat; sound, light, and electricity. Recitations and lectures illustrated by experiments and

by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject.

3. PHYSICAL MEASUREMENTS.—*Throughout the year. Tu., 8:00. Laboratory hours as shown in schedule. Credit, 4 hours.*

Mechanics and heat; sound, light, and electricity. Students in engineering courses should take this work in connection with Physics 2. It is open also to other students enrolled in Physics 2.

4. ELECTRICITY AND MAGNETISM.—*Throughout the year. M. W. Th. F., 10:30. Credit, 8 hours.*

Elementary theory and the use of direct and alternating machinery, together with the study of the instruments for the regulation, measurement, and use of electric currents. Recitation and lectures three or four times per week in connection with laboratory work in electric measurements, testing, standardizing, etc.

5. ADVANCED LIGHT.—*Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: Physics 1, or Physics 2, and registration in Mathematics 5. Not given in 1913-14.*

This course is designed primarily for those students who major in physics, but may be taken by others. Edser's *Light* will be used as a test.

6. ADVANCED HEAT.—*Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: one year of college physics, and mathematics including elementary calculus.*

The course deals with the subject in a more strongly mathematical way than the previous courses.

7. PHYSICAL OPTICS.—*Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: one year of college physics and one year of general chemistry.*

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides.

8. TEACHERS' PHYSICS.—*Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: a minor in Physics.*

History of physics. Development of the physical laboratory. Pedagogy as applied to physics. Text-books and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class.

XIX. PSYCHOLOGY AND PHILOSOPHY

Professor Farley and President Plantz

The work in psychology and philosophy is arranged on a plan whereby the student may take two years' work in either subject.

The psychological work is divided into the fields of individual and of social psychology and according to the interests of (1) public school education (course 1), (2) cultural and social adjustment and control (course 2), (3) religious training (course 3), (4) applications to business and certain vocations (course 4), and the (5) direct handling of psychological material through elementary experimentation (course 5).

The philosophical work is arranged to meet the follow-

ing interests: (1) the person who wishes only an elementary acquaintance with fundamental principles of large organized thinking and interpretation (courses 1 and 2); (2) first-hand acquaintance with a powerful and influential system of thought whereby the student may acquire true philosophical interest, analytic power, and breadth of grasp over actual problems (course 3); (3) the developing of a control over certain specific fundamental concepts influential in common life and fields of action (course 3); (4) the gaining of a cultural and historical perspective of currents of thought movement and resulting actions therefrom (courses 4 and 6); (5) the gaining of an organized understanding of the nature, conflicts, and values of the most influential system or way of viewing facts common to the present age (course 5); (6) the development of a world view in harmony with the deepest religious interests in which the difficulties of naturalism are frankly met (courses 1, 3, 5, 6, and 10).

No student should expect to get a systematic or efficient view of philosophy who does not pursue at least courses 1 or 6, 3 and 5, and in the order given. The material such as studied in these four courses is absolutely essential to any reasonably efficient control in present-day philosophical thinking.

A. Psychology

The courses in psychology especially helpful to teachers are courses 1, 3, and 5.

1. GENERAL AND EDUCATIONAL PSYCHOLOGY.—*Throughout the Year. Tu. Th., 11:30. Credit, 4 hours.*

Psychology is a synthetic course of three hours of general and one hour of educational psychology,—an ele-

mentary course that should be taken in the sophomore year, and is for students who intend to teach or for any person who desires to study human behavior; as, instincts, habits, interests, learning and the mental factors involved, individual characteristics, nature of thinking, curve of work, fatigue, factors of efficiency, control and evaluation, and the psychology of certain principles of instruction. All the material in general psychology is pointed toward the subject of learning and the practical applications to educational situations. This course may be offered as credit toward the requirement for a state teacher's certificate. Students who offer only the minimum requirements,—namely, twelve hours in psychology and education,—toward meeting the requirements for the state teacher's certificate, should not offer more than four hours of psychology toward the total of twelve hours required. But students who wish to do more than the minimum requirement, may offer more than four hours of psychology. It is to the advantage of those who plan to teach, to pursue more than the minimum number of hours in both psychology and education. Text material such as Pillsbury, Thorndike, Myer, Miller, Book, Colvin, and Bolton. Philosophy courses 1, 4, or 6 may be taken with Psychology 1.

2. GENERAL AND SOCIAL PSYCHOLOGY.—*Throughout the Year. Tu. Th., 8:00. Credit, 4 hours.*

A course open to sophomores and to students who do not plan to teach, or to any student who desires a fuller knowledge of the human individual as he reacts to social stimuli and needs. Some of the topics studied are as follows: nature of society, mind, consciousness, habits, instincts, suggestion, the crowd, customs, conventionality,

fashion, imitation, and effects of specific mental attitudes. Philosophy 1, 4, or 6 may be taken with Psychology 2.

3. PSYCHOLOGY OF YOUTH AND ADOLESCENCE OR MENTAL DEVELOPMENT.—*First Semester. W. F., 8:00. Credit, 2 or 3 hours.*

A correlation with Psychology 1. The course will cover the general characteristics of mental and physical growth from youth to maturity. Special emphasis will be placed upon adolescent changes, the development of social consciousness, and the environmental conditions or adjustments that make life activities significant. The course is of direct aid to those who wish to prepare for Sunday-school, Y. M. C. A., and church work, and should be of value to those interested in historical, sociological, political, ethical, or public-school work. The regular class discussions and text-book reading count for two hours; the parallel readings on special topics, for one additional hour.

4. VOCATIONAL AND PRACTICAL APPLICATIONS OF PSYCHOLOGY.—*Second Semester. W. F., 8:00. Credit, 2 or 3 hours.*

A course that deals with the practical applications of psychology to three vocations. Texts: Scott's *Psychology of Advertising* and Munsterberg's *Psychotherapeutics*. The above work is supplemented by a more detailed comparative study of many practical reactions upon the environment; such as, processes of acquisition, development of attention, growth of habit, expression of instinct, growth of perception, thought, motor control, suggestion, or other special subjects of study. The regular class work, including lectures and text-book readings, counts for two hours. The parallel readings and special topics may count for one additional hour. The course alternates with Psychology 5.

5. EXPERIMENTAL PSYCHOLOGY.—*Second Semester. F., 1:30 to 4:00. Credit, 2 hours.*

A course dealing with experimental methods and tests especially as related to educational problems. The course alternates with Psychology 4.

B. Philosophy

The value of philosophy lies in its intensely practical relation to the fundamental views that control our interpretations and actions in life, in literature and history, and in the social and physical sciences. It aims to give a criticism of fundamental beliefs and consistently to portray a system of principles essential to our thought and understanding of the world. Both religion and science unavoidably have their foundation laid in philosophical interpretations.

1. INTRODUCTION TO PHILOSOPHY.—*Throughout the Year. Thursday evening. Credit, 4 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.*

An elementary course devoted to the problems of thought. An effort is made to have the student become self-conscious of his own fundamental common-sense beliefs. These presumptions are then contrasted with other possible constructions. The course aims to help the student to realize the fundamental truths in each system of thought and to dispossess the mind of the dogmatism of common life. The course ends with the conception of idealism and the proof of God. This course gives the student a good outlook upon the field of philosophy and helps him to see the principles that have controlled the thought of mankind. It is important to anyone who desires to be thoughtful and who wishes to see the fuller

meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science.

2. PHILOSOPHICAL THOUGHT IN NINETEENTH CENTURY LITERATURE.—*First Semester. Tu. Th., 10:30. Credit, 2 hours.*

An interpretation of the philosophical and psycholocial thought as found in the writings of Tennyson, Browning, Wordsworth, Coleridge, Emerson, and Carlyle.

3. PRESENT DAY PHILOSOPHY.—*Throughout the Year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Psychology 1 or 2.*

A concrete study of one or two large systems of thought that have had great effect on human life. This year there will be a study of a present-day philosophical system, as of Royce, James, Bradley, Spencer, Bowne, or McTaggart, together with a study of the different uses and interpretations of a large number of practical concepts: such as, nature, evolution, reason, freedom, democracy, society, instinct, force, etc., to the extent of some thirty-five different concepts. This course correlates with the work in the departments of Sociology and Education.

4. GENERAL HISTORY OF PHILOSOPHY, ANCIENT AND MEDIEVAL.—*Second Semester. Tu. Th., 10:30. Credit, 3 hours. Prerequisite: one year of college work.*

The course is supplemented by and supplements History 5; also the courses in Greek and Roman history. Students specializing in history should take Philosophy 3, together

with the above named courses in the Department of History. The course is open to sophomores, and consists of an elementary and general survey of ancient and medieval thought. Students desiring to take up Philosophy 1, may also take History of Philosophy. Philosophy 3 may be taken in connection with Psychology 1. Text: Cushman's *A Beginner's History of Philosophy*. The course alternates with Philosophy 4.

5. EVOLUTION.—*Second Semester. Tu. Th., 10:30. Credit, 3 hours. Prerequisite: Psychology 1 or 2, and preferably one course in philosophy.*

A study of the interpretations, value, and effect upon modern thought of the theory of evolution. This course correlates with Biology 8.

6. HISTORY OF MODERN PHILOSOPHY.—*Throughout the year. Tu. Th., 9:30. Credit, 4 or 6 hours. Prerequisite: Psychology 1 or 2, or registration in one of those classes.*

A course in the history of modern thought, covering the Renaissance, Reformation, rise of science and modern movements of naturalism, idealism, realism, mysticism, faith, rationalism, pragmatism, and humanism. This course gives a good survey of the growth and development of modern thought. Students of history or literature and of the social sciences should find the course directly useful as an interpretative study.

This course supplements and is supplemented by History 7. It alternates with Philosophy 3 and may be taken with Psychology 1 or 2. The regular class work, including discussions and text-book reading, counts for six hours. The parallel readings and special topics count for one additional hour each semester. Text: Cushman's *A Beginner's History of Philosophy (Modern)*.

7. HOW WE THINK.—*Second Semester. M. W. F., 8:00. Credit, 3 hours. Not given in 1913-14.*

An elementary course in logic and methodology. Special emphasis is placed upon logical analysis and argument and the methods of scientific investigation. This course will be found valuable to those desirous of learning how to think critically and consistently and wishing to know the fallacies common in thinking. The regular class-work discussions and text-book readings count for two hours. The parallel readings and special topics count for one additional hour. The course alternates with Psychology 4.

8. PRINCIPLES OF ETHICS.—*First Semester. Tu. Th., 2:30. Credit, 2 hours.*

This course discusses the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of text-book and lecture, together with theses presented for class-room discussion. Given by President Plantz.

9. SOCIAL AND POLITICAL ETHICS.—*Second Semester. Th. Th., 2:30. Credit, 2 hours.*

This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social, and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology, and to the grounds of moral progress. Given by President Plantz.

10. PHILOSOPHY OF RELIGION.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours.*

Given by President Plantz. See Department of Religion.

POLITICS

(See *Department of Economics and Politics*, page 142.)

XX. PUBLIC SPEAKING

Professors Garns and Orr

GROUP I. ELEMENTARY OR FUNDAMENTAL GROUP.

This group includes those courses in public speaking which are so fundamental in their nature that they are included as required work in most of the group systems leading to the degree of bachelor of arts. Any study in this group may be taken at regular college tuition rates.

1. **EXPRESSION AND ORAL ENGLISH.**—*First Semester. Tu. Th., 11:30 and 1:30. Credit, 2 hours.*

Practice in extensive and intensive thought-getting from the printed page; thought analysis and assimilation; ideal topical recitations; development of consciousness of purpose and of audience by oral thought-giving; thought formulation as guided by purpose; practical aspects of delivery.

2. **ORATION WRITING.**—*Second Semester. Tu. Th., 11:30. Credit, 2 hours.*

A practical course in modern oratorical construction. (See description under Department of English Language.)

3. **EXTEMPORANEOUS SPEAKING AND ORATORY.**—*Throughout the Year. Tu. Th., 11:30. Credit, 4 hours.*

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking in the class, and later through special writing. Practice in oratorical delivery. The writing and delivery of at least one oration. Text: Phillips's *Effective Speaking*.

4. DEBATE.—*Throughout the Year. Tu. Th., 2:30. Credit, 6 hours.*

It is the purpose of this course to give the student a thorough knowledge of the principles of argumentation. After he has learned to analyze a proposition, public questions are assigned, with briefs and bibliographies, and the argument written out in full. After this preliminary work has been completed, a formal debate is held. Here especial emphasis is laid on rebuttal and team work, and students are freely criticized at the close of the debate. Open to all students. Text: Foster's *Argumentation and Debating*.

GROUP II. ELECTIVE UNDERGRADUATE GROUP.

This group includes those courses which may be taken for elective credit on undergraduate courses leading to the degree of bachelor of arts. For elective courses under this group an additional tuition fee of one dollar per semester hour is required.

5. LITERARY ANALYSIS AND FOUNDATIONS OF VOCAL EXPRESSION.—*Throughout the Year. M. W. F., 8:00. Credit, 6 hours.*

A course in which the excellencies of vocal expression are shown to grow primarily from an appreciation of qualities in literature. Method of analysis; stimulation of the impression necessary to adequate expression; a deeper and more detailed appreciation of the ideational, emotional, and imaginative elements in literature; intensive thinking for expression; training for ideal vocal responses.

6. TYPES OF PROSE LITERATURE AND THEIR VOCAL INTERPRETATION.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Public Speaking 5.*

A study of the origins and nature of the principal prose

types in literature with a view to a better understanding and to an adequate vocal interpretation of the spirit of each. The myth, fairy tale, fable, allegory, short story, essay, oration, etc. Text: Fransler's *Types of Prose Narrative*.

7. PRIVATE LESSONS IN INTERPRETATIVE READING.—*First or Second Semester. Hours to be arranged. Credit, 1 semester hour for every ten lessons.*

The instruction in private lessons is devoted to the development of the platform abilities of the individual student, to the cultivation of his powers of expression, and to the furnishing of an adequate technique. Each student is considered as a new problem, the private lessons allowing an individual adaptation of training impossible in class work.

8. DRAMATIC ACTION.—*First or Second Semester. Hours to be arranged.*

A study of the fundamental laws of dramatic action. A stimulation of the motor impulse from within, so that all action may be spontaneous and free. Actual stage business in farces and simple comedies. (For additional courses in dramatics see the School of Expression, page 227.)

9. ORATORICAL DELIVERY.—*First Semester. M. W., 1:30. Credit, 2 hours.*

Principles of oratorical delivery; problems in which these principles are applied. Special exercises in voice and gesture. Open to all students expecting to enter oratorical and debate preliminaries.

10. BIBLE AND HYMN READING.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

Bible reading based upon a deeper appreciation of the content and the spirit of the sacred text. Training in hymn and lyrical reading for the church service. Text: Moulton's *Modern Reader's Bible*.

11. VOICE CULTURE AND HARMONIC PHYSICAL TRAINING.—*Throughout the Year. Tu. Th., 10:30. Credit, 4 hours.*

Correct breathing for tone production and voice placement. Study of vowel, colorings, and diction. The harmonic training is directed to freeing the body from constrictions and to eliminating self-consciousness. A preparation of the body for pantomimic and vocal response to the mental action.

12. NORMAL COURSE.—*Second Semester. M. W. F., 11:30. Credit, 3 hours.*

Methods of teaching expression in high schools; correlation with English and literature; how to coach contests; how to stage a play.

XXI. RELIGION

President Plantz and Professor Vaughan

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

1. COMPARATIVE RELIGION.—*Throughout the Year. Th. F., 3:30. Credit, 4 hours.*

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion. Taught by Professor Vaughan.

2. MISSIONS.—*Throughout the Year. Th. F., 2:30. Credit, 4 hours.*

The purpose of this course is to give the student a com-

prehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations and the benefits to civilization which are arising therefrom. Taught by Professor Vaughan.

3. EVIDENCES OF CHRISTIANITY.—*First Semester. Tu. Th., 1:30. Credit, 2 hours.*

The various arguments in proof of the claims of Christianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

4. PHILOSOPHY OF RELIGION.—*Second Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1913-14.*

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

6. PHILOSOPHY OF CHRISTIANITY.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

In this course the fundamental conceptions of Christianity are considered, its principal doctrines discussed, and its views of life and the world analyzed and interpreted.

RHETORIC

(See Department of English Language, page 149.)

XXII. ROMANIC LANGUAGES

Assistant Professor Eddy

1-2. BEGINNING FRENCH.—*Throughout the Year. Tu. W. Th. F., 8:00 and 11:30. Credit, 8 hours. Prerequisite: German 1.*

Aldrich and Foster's *Grammar*; Daudet's *Trois Contes Choisis*; La Bedolliere's *La Mere Michel et son Chat*; Halévy's *L'Abbe Constantin*, or other easy French reading; composition, dictation, memorizing, pronunciation.

3-4. SECOND YEAR FRENCH.—*Throughout the Year. Tu. W. Th. F., 1:30. Credit, 8 hours. Prerequisites: French 1 and 2.*

Advanced Grammar. Dumas's *La Tulipe Noire*. Meilhac and Halévy's *L'Ete de la Saint-Martin*; Moliere's *L'Avare*. Daudet's *Tartarin de Tarascon* (Fontaine). Koren's *French Composition*. Hugo's *Les Miserables*. Reproduction of texts, pronunciation, dictation.

5-6. THIRD YEAR FRENCH.—*Throughout the Year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: French 3 and 4.*

Reading of difficult modern French; newspaper French; short scientific articles; practice in idioms; reports in French on supplementary work; conversation; composition.

7-8. FOURTH YEAR FRENCH. *Throughout the Year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: French 5 and 6.*

General survey of French literature; Duval's *Historie de la Litterature Francaise* in conjunction with Wright's *History of French Literature* is used. Rapid reading of authors of the periods studied. Reports in French. Study of the dramatic literature. Reading and writing at sight.

8-9. BEGINNING SPANISH.—*Throughout the Year. M. W. F., 2:30. Credit, 6 hours.*

Wagner's *Grammar*; Harrison's *Spanish Reader*; Larra's *Partir a Trempo*; Galdos's *Marienella*; Calderon's *La Vida es Sueno*. Pronunciation, dictation, conversation.

10-11. SECOND YEAR SPANISH.—*Throughout the Year. M. W. F., 2:30. Credit, 6 hours.*

Authors of the nineteenth century; composition, dictation, conversation.

XXIII. SOCIOLOGY

Professor Bushnell.

The work in this department is intended to serve as a partial introduction to a comprehensive study of American society, and the end sought is the training of students to deal intelligently with matters of large public concern. In accordance with this aim, the courses are all inter-related and made vital and intensely practical; emphasis is everywhere placed, on the one hand, upon a sound philosophy of social relations and, on the other hand, upon the actual march of affairs, and the student is constantly stimulated to understand the deep and fundamental trend of events.

1-2. SOCIAL DUTIES.—*First and Second Semesters. Tu. Th., 8:00. Credit, 2 hours each semester.*

This subject is divided into two courses:

1. During the first semester the course is designed, as the introductory work in sociology, to give a general survey of the social problems and duties of American citizenship, covering the needs of the family, neglected children, the working man, business obligations, public health, the church, amusements, educational agencies, the government, and relations to foreign peoples, with special attention to

the problems and methods of modern philanthropy. Text: Nearing's *Social Adjustment*, with Devine's *Spirit of Social Work*, supplemented by lectures and assigned readings.

2. During the second semester the course is designed to give an insight into the nature of the social revolution of the last half-century in home life, and the obligations and duties in connection with it. Beginning with (1) an outline of the invasion of the traditional home occupations by the factory, the school, the church, public recreation, and the government, the course undertakes to define the present situation by a study of (2) the historic transformation through which the home has passed; (3) the ideals that should govern its activities and relations; and (4) the practical problems of home making, such as house construction and sanitation, furnishing and surroundings, household finance and management, markets, qualities and tests of supplies, and the methods of social, moral, and spiritual culture in the home. The work will be conducted by text, lectures, and special reports upon assigned topics.

3. PRINCIPLES OF SOCIOLOGY.—*First Semester. M. W. F., 8:00. Credit, 3 hours.*

Considering, first, sociology as a science and in its relation to other sciences, the course takes up the study of (a) social conditions,—the facts and problems of the present social order, particularly in the United States; (b) social history,—outline of the struggle in Europe and America for democracy; (c) social evolution,—the principles and trend of the development of institutions and customs in society; (d) social organization,—the nature of the individual and of society as phases of associated life; and (e) social reform,—the methods by which the principles of human association and development may be applied to the

solution of our present social problems. Text: Dealey's *Sociology* or Elwood's *Sociology in its Psychological Aspects*, with lectures and assigned readings on live social questions of the day. Primarily for juniors and seniors; others by special permission of the instructor.

4. SOCIAL FOUNDATIONS.—*Second Semester. M. W. F., 8:00. Credit, 3 hours. Prerequisite: Sociology 3, or Ethics 1 or 2, or Philosophy 1, 2, 7, or 8.*

A study of the deeper aspects of present public opinion and the present social order, particularly in the United States, by a careful criticism of the fundamental ideas that govern the leading organizations and movements of the day.

To this end a brief review is first made of the historical development of the controlling ideas and institutions of our time, and then a careful comparison is made of the platforms, creeds, and principles of the prominent contemporary political parties, religious sects, and schools of economic, sociological, and philosophic thought in America, so as to fit the student (1) easily to select his own point of view and system of controlling concepts and (2) intelligently and effectively to cooperate with the social organizations of the time. The course will be conducted by lectures and discussions based upon assigned readings and papers presented by the students to the class. Weyl's *The New Democracy* will be used as a guide.

5. THE LABOR MOVEMENT.—*First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Economics 2, or Politics 1, or Sociology 1 or 3.*

The labor movement, in the United States especially is herein studied as to its history and its problems, such as methods of organization and control, industrial remuneration and industrial peace, labor legislation, immigration,

child labor, woman labor, prison labor, unemployment, and industrial education. The aim of the course is to give a broad, sound view of these leading industrial problems of our age, as phases of the democratic advance of the masses into a larger life in recent centuries: Text: Carlton's *History and Problems of Organized Labor*, with readings and reports upon current literature.

6. THE SOCIALIST MOVEMENT.—*Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Economics 2, or Politics 1, or Sociology 1 or 3.*

Considering Socialism as (1) a criticism of existing society, (2) a philosophy of social evolution, (3) a social forecast or ideal, and (4) a movement for the attainment of that ideal, now gaining millions of adherents throughout the earth and shaping industrial reforms and political parties in a marked way, the course aims, first, to understand Socialism and, second, to judge its claims as an effective method of promoting social welfare. Text: Spargo and Arner's *Elements of Socialism*, with reading references to such critics of Socialism as Schaeffle, Ely, Kirkup, Skelton, and others, and to current writings on both sides of the question.

7. AMERICAN CITIES.—*First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Sociology 1 or 3, or Economics 2, or Politics 1.*

A study of American Cities from the standpoints of city government, civic art, housing, sanitation, education, recreation, vice, crime, and methods of reform, with special reference to the present crisis of democracy induced by the rapid uncontrolled development of our great cities. Particular attention will be given to the problems of public

service corporations, municipal taxation and the new forms of municipal government. Each member of the class will prepare and present it to the class a paper on an assigned phase of the subject. Text: either Beard's *American City Government* or Howe's *The City the Hope of Democracy*, supplemented with lectures and reading references.

8. THE RURAL COMMUNITY.—*Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Sociology 1 or 3, or Economics 1, or Politics 1.*

This course aims to present to the student a too much neglected field of study, but one to-day rapidly increasing in importance and in public interest. It takes up the development of the rural life of the small town and of the open country from the "age of homespun" to the modern age of the steam reaper and thresher, discussing the problems of beautifying and humanizing the country home, of rural education and recreation, of the rural church, of conservation and scientific agriculture, of moral conditions in the country, and of the development of a better civic life for the women and the children, as well as for the men. Texts: Bailey's *The Country Life Movement* and Carver's *Principles of Rural Economics*, with reading references to the Report of the Country Life Commission and other current literature.

OTHER COURSES.—In the Department of Art History and Social Aesthetics courses 10 and 11, and in Psychology course 2 may be counted for credit upon a major in Sociology.

THE SOCIAL SCIENCE LECTURE COURSE.—A course of free public lectures on live social questions of the time is given each year by political, economic, and sociological leaders un-

SOCIOLOGY

der the direction of the departments of Sociology and of Economics and Politics, usually on alternate Monday evenings in the college chapel.

SPANISH

(*See Department of Romanic Languages, page 201.*)

SCHOOL OF FINE ARTS.

Lawrence College has exceptional advantages for those who are interested in the fine arts. Its management has felt that the development of the aesthetic nature is a most important part of education. The emphasis of late has been placed so strongly on the material side of life, on vocational and industrial training, that many seem to have overlooked the fact that man has a nature which finds much of its satisfaction in the beautiful, and that the spiritual side of culture is quite as important as that which has a more material bent. The factors which make a great civilization—or, for that matter, a great individual life,—are not simply political or economical, but also such as appeal to the sensibilities and bring man into the presence of the ideal. If we were to lose from society all that art has contributed to human culture, happiness, and welfare, we should take a very long step backwards. It would be well if every educated person had some training in the arts.

In accordance with this conviction, the trustees of Lawrence College have divided its work into two departments, a College of Liberal Arts and a School of Fine Arts. The latter conducts its work at present under three departments, Music, Expression, and Art, the equipment, courses, and advantages of which are explained in the pages that follow.

Lawrence Conservatory of Music

THE FACULTY

SAMUEL PLANTZ, Ph.D., LL.D., President of the College.

WILLIAM HARPER, Dean and Instructor in Singing.

EDGAR A. BRAZELTON, Director of the Piano Department
and Instructor in Pianoforte, Advanced Harmony,
Counterpoint, and Analysis.

ARTHUR H. ARNEKE, A.G.O., Instructor in Pianoforte,
Harmony, and History of Music.

GEORGE R. KURTZ, Director of the Organ Department and
Instructor in Pianoforte.

RUBY CAMPBELL LEDWARD, Instructor in Voice.

CARL J. WATERMAN, Instructor in Singing and Public
School Methods.

PERCY FULLINWIDER, Instructor in Violin.

MRS. EDGAR BRAZELTON, Instructor in Pianoforte.

LELA THACKRAY, Instructor in Pianoforte, Elementary
Theory, and History of Music.

RAYMOND W. LEEK, Assistant Instructor in Voice.

ADVANTAGES OF CONSERVATORY INSTRUCTION

The advantages of conservatory over private instruction are many and in musical circles generally recognized. Not only is the equipment of such institutions superior, but the teaching force is selected on the basis of musical knowledge and teaching ability, while private teaching is often done by persons inadequately prepared. In no department of education does so much depend upon the quality of the in-

struction as in the arts, and this is especially true in music.

Again, the atmosphere of a large music school is a distinct advantage to the student. It arouses interest, develops ideals, gives the opportunity of hearing superior talent, affords the privilege of daily contact with trained artists, and creates a musical taste and appreciation impossible in a different environment.

In the study of music, theory and practice should always go hand in hand. While it is possible to obtain excellent results from private teachers, provided the best are selected, yet it is only the conservatory with its specialists in every department, that can give the student a full equipment as a musician and send him forth into the world thoroughly prepared to do his best work as an artist, whether it be in the capacity of a teacher or a virtuoso.

BUILDINGS

Peabody Hall.—The new recital hall, named after the donor, the late George F. Peabody of Appleton, is a very attractive stone building, containing the offices of the Conservatory, a waiting room, eight studios, and a beautiful recital hall.

Practice Hall.—The old conservatory building has been reserved exclusively for practice studios. Connected with Peabody Hall by a covered passageway and abundantly large for the demands made upon it, it forms a convenient and valuable addition to the equipment of the Conservatory.

Dormitories.—There are four dormitories, all located within convenient distance of Peabody Hall. These are reserved for the young women attending the Conservatory. No pains are spared to maintain in these halls a

homelike atmosphere and to promote those friendships and that social culture which mean so much in the after life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser. The price for rooms and board is five dollars per week.

Men students can obtain room and board at Brokaw Hall, the college dormitory for men.

CONSERVATORY LIBRARY

Students enjoy access, without charge, to the library and reading-room of the Conservatory. In this collection there are many valuable books of reference, and students will find a number of works for study and reading under the heads of biography, history of music, aesthetics of music, dictionaries, criticism, essays, etc.

Advantages.—The advantages of music study at the Lawrence Conservatory may be briefly summarized as follows: (1) a superior corps of instructors, presenting the most approved methods; (2) choral organizations, affording sufficient drill in part-singing and giving students the opportunity to familiarize themselves with standard works, either as listeners or singers; (3) improved and practical methods of teaching harmony, counterpoint, musical form and composition; (4) concerts and recitals by members of the faculty and visiting artists, presenting the best works of classical and modern masters; (5) in church music the opportunity to become familiar with the discipline and routine of good chorus choirs; (6) numerous recitals, concerts, lectures, etc., free to students; (7) the opportunity to take collegiate studies in connection with regular courses.

METHODS OF INSTRUCTION

Instruction in instrumental and vocal music is based upon private lessons, and not upon the so-called "conservatory" or "class" system. Artistic results are dependent upon a close adaptation to the individual needs of the pupil, and cannot be satisfactorily accomplished in classes. No two students have the same mental, physical, or artistic capacity, and their individual capabilities can be neither properly nor fully developed without painstaking personal attention.

CONSERVATORY SERIES

No less important than class-room instruction is the hearing of good music rendered by artists of superior ability. To meet this need there has been established the Conservatory Series. The following artists have appeared: George Hamlin (twice), Lucy Marsh, Luella Chilson-Ohrman (twice), Emil Liebling, Margaret Keyes, David Bispham, Ernest Schelling, Flonzaley Quartette (twice), Mary Hissem de Moss, Sybil Sammis, Georgia Hall, Jeanne Jomelli, Allen Spencer, Louise Burton, Jaffe String Quartette, Woodwind Choir of the Thomas Orchestra, Corrine Rider-Kelsey, Janet Spencer, Adam Buell, John Barnes Wells, Rudolph Ganz, Day Williams, Frances Alda, Rose Lutiger Gannon, John Miller, Marie Schada, and Jan Kubelik.

FACULTY RECITALS

One of the most helpful features of the department are recitals by the faculty. Every term programs are arranged. The students hear the choicest numbers from classic writers. The faculty of the Lawrence Conservatory does not give complimentary public recitals. A small ad-

mission fee is charged the general public. Music students receive free tickets.

STUDENT RECITALS

During the year the students give their own recitals. Unclassified recitals are given by such as the teachers think are prepared. The spirit of helpfulness and comradeship pervades all the recitals.

CONSERVATORY ENSEMBLE ORGANIZATIONS

No student can claim to have a broad musical education who has not acquired the ability to participate in ensemble work; yet work of this character is almost entirely neglected in most schools of music in this country. The work of the ensemble organizations has not been allowed in the least to interfere with or to take place of the work of private instruction in the Conservatory, but has rather supplemented the latter. Their purpose has been that of serious study rather than of public performance. The musical public of Appleton, however, bears testimony to the fact that the concerts of these organizations have been some of the most popular musical events in Appleton during the past two seasons.

There is no expense whatever connected with membership in any of the Conservatory ensemble organizations.

CONSERVATORY ORCHESTRA

A Conservatory orchestra is maintained and offers the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership.

GLEE CLUB

The Glee Club has for many years been a prominent feature of the college, giving annually a series of concerts in various cities of Wisconsin, besides participating in many local events. Membership is restricted to Conservatory and College students.

CHORAL SOCIETY

The Appleton Choral Society numbers one hundred voices, composed of students and local residents, of which Mr. Edgar A. Brazelton of the School of Music is director. Its purpose is to give oratorios, cantatas, and part-songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of musical notation, and regularity in attendance. Two concerts are given each season.

MUSICAL FESTIVAL

On January 31 and February 1 was given the first of the annual music festivals, consisting of the Minneapolis Symphony Orchestra (Emil Oberhoffer, conductor), together with six noted soloists, the Appleton Choral Society of 150 voices, and a children's chorus of 350 from the public schools of the city. The concerts were held in the Appleton theater and large audiences were in attendance. The magnitude and excellence of the festival placed it among the most prominent of its kind in the West.

CHURCH CHOIRS

Students in the Conservatory have opportunities to gain experience in church music in the Methodist (Mr. Waterman, director) and Congregational (Dean Harper, director) choirs, both being in charge of the Conservatory.

STUDENTS' CONCERTS

Throughout the season, recitals of instrumental and vocal music are given by the students, to which their friends and the public are admitted free of charge. These take place in Peabody Hall. Towards the close of the season exhibition concerts are given in which only the most advanced students take part, and to which also the public is invited.

CONCERT BUREAU

As the faculty of the Conservatory consists of many artists who have gained distinction on the concert stage, the Concert Bureau has assumed the management of them in making engagements for public performances. A concert company consisting of a pianist, a vocalist, and a violinist will give recitals as part of the musical extension work of the Conservatory, and also will be under the management of the Concert Bureau.

REQUIREMENTS FOR ADMISSION

Students entering the Conservatory of Music do so either as regular or special students. In the former case, they pursue prescribed courses of study and become candidates for a certificate or diploma. As special students, they pursue such work as they may select.

The regular courses are based upon the desirable elements of a complete musical education. It must be borne in mind that such an education not only has reference to the ability to perform in an artistic and interesting manner, but concerns as well the comprehensive appreciation and understanding of music in its esthetic aspects. It becomes increasingly necessary that the musician be other than a mere performer, that he have an intelligent conception of

the material of music, a firm grasp of fundamental artistic principles, and a well defined and discriminating taste. This broad musicianship is as necessary for the cultivated amateur as for the intending professional, and all students giving the larger portion of their time to music are strongly urged to take the full work.

REPORTS TO PARENTS

In order that parents may be kept informed of the progress made by their children, Dean Harper will send them a report each term, stating definitely just what progress the pupil is making and whether or not the parent should feel satisfied with the work being done.

ADVICE TO STUDENTS

No student can afford to exclude the study of the pianoforte. To vocalists and violinists the importance of a knowledge of this instrument is fully comprehended abroad, where conservatories for the most part refuse to accept anyone who does not study it.

Students who have but limited time at their disposal and who cannot complete the full course, should specialize in some one branch and take as many secondary subjects as circumstances will permit. The dean will in each and every case be glad to choose or decide for the pupils what would be most useful and proper.

MUSIC CREDITS FOR COLLEGE STUDENTS

College students who wish to study music, though not as extensively as the musical courses provide, may use music study as electives in their regular course.

Twelve hours of credit in music may be had as electives, in the courses leading to the A.B. degree; one third of the

credit offered must be theoretical subjects. For an outline of the courses, see page 180 in this catalogue.

HONOR SYSTEM

All written examinations will be conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the dean any irregularity or evidence of dishonesty he may have observed during the period of the examination. The dean will weigh the evidence submitted and will inflict such punishment as in his judgment the case seems to justify.

CERTIFICATES AND DEGREES

The Conservatory of Music bears the same relation to Lawrence College that a school of law or medicine bears to a university. The Conservatory has its own dean and faculty of professors, instructors, and assistants. Its four-year courses, the conduct of its classes, and its discipline in regard to attendance and examination are all modeled on the practice of the College of Liberal Arts.

The degree of bachelor of music is conferred only upon students of exceptional attainments. It is intended that the degree shall be a mark of honor as well as a certification that so many hours of musical work have been satisfactorily completed. The requirements are: Two years of harmony, counterpoint, and analysis; one year of musical form; the completion of the course outlined under Pianoforte; one year of musical history; a public per-

formance of virtuoso literature, including a meritorious original composition; credits in the College of Liberal Arts equal to one fourth the number required for the degree of bachelor of arts. Certificates of proficiency are given upon completion of the various courses outlined under the appended courses of study.

GOLD MEDALS

Each year the following medals and scholarship will be contested for by the pupils. The prospect of securing such splendid recognition of their work undoubtedly spurs the students to greater efforts in all branches, and a consequent high standard of artistic excellence is attained:

Emma Peabody Harper, for the best pianist.

Barbara McNaughton Rosebush, for the best vocalist.

\$50.00 scholarship for the highest standing in Harmony.

COURSES OF STUDY

A. THE PIANOFORTE

There are, among educated people in these days, but few homes in which a piano is not looked upon as an almost indispensable luxury. Here, however, a knowledge of this instrument and its almost endless capabilities ceases in the great majority of cases, except in the cultivated circles of large cities, where there is that all important thing to the music student—musical atmosphere, and, consequently, frequent opportunities to obtain a due appreciation of the grandeur, beauty, and depth of thought and feeling which lie within a fine concert-grand piano, awaiting but the touch of the master hand to call them into life.

Preparatory.—Brazelton's Elementary Method; Streabog, *Op.* 63 and 64; Czerny, *Selected Studies*, (Bk. 1,

Liebling Edition), or Loeschhorn, *Op. 65*; Heller, *Op. 45*; Easy Pieces.

Intermediate.—Heller, *Op. 45*, (continued); Czerny, *Bks. II and III*. (Liebling Edition); Krause, *Etude Op. 2*; Cramer, *Bks. I and II*; Clementi, *Sonata, Op. 47, No. 2*; Mozart, Easier Sonatas; Liebling, *Major and Minor Scales and Arpeggios*; Etudes and pieces by standard composers.

Junior.—Czerny, *Op. 299 or 740*, and Forty Daily Exercises; Bach, *Inventions* (Two and Three Voices); Bach, *English Suites*; Foote, *Etudes, Op. 27*; Mozart, *Sonatas*; Chopin; Liebling, *Complete Scales, Chords, and Arpeggios*; Compositions from ancient and modern composers.

Note. The foregoing course of study, including three terms of harmony and ear training, three terms of musical history, and two terms of teachers' training, is the requirement for the normal course.

Senior (Diploma).—Clementi, *Gradus*; Bach, *Well-Tempered Clavichord* (Bk. I); Beethoven, *Sonatas*; Seeling, *Etudes*. Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, Macdowell, Liebling, and others. Second year harmony, analysis and counterpoint.

Senior (Degree Course).—Moszkowski, *School of Virtuosity*; Bach, *Well-Tempered Clavichord* (Bk. II); Beethoven, *Sonatas*. Musical form and analysis. Compositions and concertos by Chopin, Weber, Schumann, Rubenstein, Handel, Liszt, Grieg, and others.

B. VOICE

Singing is an emotional art; but the mechanics of any art must be well understood and made so habitually perfect as to take little or none of the artist's attention while

he freely expresses his thoughts and emotions. The singer who cannot control his singing muscles so as to bring out the best tone of his voice, makes a poor showing, no matter how much temperament he may possess.

Preparatory Course.—Breathing exercises; relaxing of muscles of throat and chin; vocalises on the vowels; plain scale and arpeggios; Sieber exercises; “To Mary,” White; “Husheen,” Needham; “An Orchard Cradle Song,” Denza; “Oh! That We Two Were Maying,” Nevin; “Good-bye, Summer,” Lynes; “A Bowl of Roses,” Clarke; “The Birds go North,” Willeby; “Three Roses Red,” Norris; “Gray Days,” Johnson.

Intermediate Course.—Advanced exercises; staccato exercises; Vaccai, “Love’s Philosophy,” Huhn; “Bend Low, O Dusky Night,” Kroeger; “Come to the Garden, Love,” Salter; “An Open Secret,” Woodman; “Recompense,” Hammond; “Love Has Wings,” Rogers; “Morning Hymn,” Henschel; “Thou’rt Like unto a Flower,” Liszt; “Thine Eyes so Blue,” Lassen.

Junior Course.—Exercises on flexibility and trill; developing of sustained tone; Marchesi and Bordogni. “Songs my Mother Taught Me,” Dvorak; “Ah! Love but a Day,” Beach; “Elegie,” Massenet; “Flower Rain,” Schneider; “Hark, Hark, the Lark,” Schubert; “Who is Sylvia,” Schubert; “Sapphic Ode,” Brahms; “I Know a Hill,” Whelpley; “The Nightingale Has a Lyre of Gold,” Whelpley; “The Danza,” Chadwick; “The Swing,” Lehman; “Damon,” Stange.

Senior Course.—Continued exercises on flexibility and perfecting of trill. “Murmuring Zephyrs,” Jensen; “To Sevilla,” Dessauer; “Summer Fields,” Brahms; “Song of the Tiger,” Masse; “Four American Indian Songs,” Cad-

man; "The Swallows," Dell 'Acqua; "The Asra," Rubinstein; "Rejoice greatly" (*Messiah*), Handel; "Come unto Him," (*Messiah*), Handel; "Thy Rebuke hath Broken his Heart" (*Messiah*), Handel; "Thus saith the Lord" (*Messiah*), Handel; "It Is Enough" (*Elijah*), Mendelssohn; "If with all your Hearts" (*Elijah*), Mendelssohn; "Hear ye, Israel" (*Elijah*), Mendelssohn; "Be thou faithful" (*St. Paul*), Mendelssohn; "He was despised" (*Messiah*), Handel; "Prayer" (*Tosca*), Puccini; "O my Heart is weary" (*Nadashda*), Thomas.

C. VIOLIN

In spite of the difficulty of the violin and the special aptitude usually considered necessary for its successful study, it has been shown that pupils with average ability may learn to play exceedingly well.

Intermediate Course.—Sevcik's *Violin School*, Op. 6, (nos. 1 to 7) Meerts's *Elementary Studies; Gymnastics* by Leonard; studies by Kayser, Mazas, Schradiek, etc. Soli with piano, accompaniment by Dancila, Sitt Jacoby, De Beriot, and others.

Junior—Teachers' Certificate.—Studies by Kreutzer, Rode, Dont, Meerts, Schradiek; sonatas by Tartini, Nardini, Handel, Haydn, and others; concertos by Viotti, Rode, De Beriot.

Senior—Artist's Course.—Caprices by Paganini; Sonatas by Bach; soli by Wieniawski, Sarasate, and others; concertos and miscellaneous compositions by Vieuxtemps, Mendelssohn, Bruch, Dvorak, Beethoven, Brahms, Grieg, and others.

D. ORGAN

A certain facility at the piano is necessary before the

study of the organ can be taken up successfully. The course includes:

Preparatory.—Stainer's *Organ Primer*; Lake's *Pedal Studies*; Rink's *Chorals* (edited by Whiting); easy compositions by Smart, Merkel, and Guilmant.

Intermediate.—Bach, easy preludes and fugues; Rink's *Organ School*; Buck's *Pedal Studies*; hymn tune playing; compositions by ancient and modern composers.

Junior.—Rink's *Organ School*; Bach's *Preludes and Fugues* (vol. I.); studies in registration; sonatas by Mendelssohn, Guilmant, and Rheinberger.

Senior.—Bach's *Preludes and Fugues* (vol. II.-III.); Thomas's *Concert Etudes*; sonatas by Guilmant, Merkel, and Rheinberger; compositions by Widor, Saint Saens, and other modern composers.

E. THEORETICAL COURSE

HARMONY

Junior Year

Fall Term.—Scales: major and minor; intervals and chords; principal triads of the major scale; principal triads of the minor scale; chord of the sixth; chord of the sixth and fourth; chord of the dominant seventh with its inversions; secondary triads with their inversions; ear training.

Winter Term: Analysis and Counterpoint.—Dispersed harmony; chord of the dominant ninth in major; chord in the dominant ninth in minor; chord of the seventh on the leading tone; chord of the diminished seventh; modulation to closely related keys; analysis of hymns; original four-part writing; ear training.

Spring Term.—Modulation continued; secondary seventh chords in major and minor with their inversions;

chorale and chant; chromatic passing tones; original writing and analysis; mixed chords; ear training.

Senior Year.

Fall Term.—Mixed chords continued; enharmonic changes; irregular resolutions of the dominant seventh chord; modulation to remote keys; non-harmonic tones; suspensions, retardation, appoggiatura, anticipation; passing tone and embellishment; accented and double passing tones; obligato melody; organ point; inverted pedal; melodic figuration; harmonization of florid melodies; accompaniments; chromatic scale harmonized; figured chorale; original writing; ear training and dictation.

Winter Term.—Analysis of Mendelssohn's *Songs without Words*, Mozart's and Beethoven's sonatas, and other classical and modern compositions; counterpoint in two parts: first species; counterpoint in two parts: second species; ear training and dictation.

Spring Term.—Analysis continued; canon and fugue; counterpoint continued in two and three parts; first, second, third, and fourth species; ear training and dictation.

F. GRADUATE

Course Leading to B.M. Degree

Fall Term.—Counterpoint continued; musical form: metre and rhythm, section and phrase, the period in all its forms, small primary forms, phrases and periods, licenses of construction (extension, abbreviation, coincidence, overlapping and irregular groupings), licenses and modulation (the motive and its development).

Winter Term.—Counterpoint continued; musical form continued; composite primary forms; theme with varia-

tions, dance forms; the lower rondo forms; song forms; the sonata form.

Spring Term.—Musical form: the higher rondo forms, the composite large sonata; other instrumental forms; the strophe.

G. PUBLIC SCHOOL MUSIC METHODS

The purpose of this course is to train men and women to supervise and teach music in the public schools. As the systems of instruction differ, students become familiar with such systems as the Modern (Silver Burdett), Eleanor Smith (American Book Company), The Educational (Ginn & Company), etc.

Time Required.—Two school years are employed in the completion of this work. For completion in this time, the course requires diligent study, regular practice, talent for music, and marked ability for teaching.

Entrance Requirements.—1. Good general education. A high school education, or its equivalent is necessary to secure a desirable position. 2. Talent for music, an agreeable voice, and the ability to interpret the music used in the elementary grades of the public school. 3. Ability to read simple music at sight.

SCHEDULE OF STUDIES

First Year.—Public school methods; sight reading; notation and terminology; ear training, dictation-writing; history of music; harmony; melody writing, private lessons in voice and piano; rehearsals of the Appleton Choral Society for the study of the oratorio.

Second Year.—High school methods; ear training and dictation; advanced harmony; form and analysis; psycho-

logy and pedagogy; song interpretation; private lessons in voice or piano; rehearsals of the Appleton Choral Society; thesis on some professional subject.

Harmony, Musical Form and Analysis.—All students in public school music are required to complete the course in harmony, musical form and analysis as outlined for the junior and senior years of the theoretical course. Two years are required.

Musical History.—A general study of musical events of the earliest times to the present is made. Text-book: Hamilton's *Outlines of Musical History*. Collateral readings and essays on musical topics. This course requires one year.

Pianoforte and Singing.—Every music supervisor should be able at least to play accompaniments and follow an instrumental score in conducting. One of the important phases of our work is the care of the child voice. Therefore it is important that the music supervisor have a well placed voice and a tone quality worthy of imitation by children under his instruction. The importance of the above cannot be too strongly emphasized.

H. NORMAL COURSE FOR PIANO TEACHERS.

The course is definitely outlined, showing what material to use and how to present it. It is given in the junior year, which makes it especially valuable to pupils who find it necessary to make teaching a source of income before continuing the more advanced studies.

The work may be briefly outlined as follows: the correct position of the hand; how to develop weak muscles; individual finger action; direct stroke; combined finger action; training of the thumb; wrist staccato; combined

movements of the arm, wrist, and fingers; individual needs of pupils; graded technical studies; graded studies in phrasing; supplementary etudes; pieces to be given in each grade; practice in teaching children before the class.

The student who has fulfilled the requirements of the junior year in technic, harmony, history, and teachers' training in the Lawrence Conservatory of Music will have no occasion for complaining of being "in the dark." The course is practical and definite, and is meeting a popular demand.

TERMS OF TUITION

The Conservatory does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond contention—that, for the grade of instruction offered, the Conservatory rates are as low as those to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged rank high in their profession. The intermediate teachers are musicians of good standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

A special catalogue in which a full schedule of prices is given, is published by the department and will be furnished on application.

For further information, address

WILLIAM HARPER, Dean.

Lawrence School of Expression.

FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., President of
Lawrence College.

JOHN SEAMAN GARNES, Dean of the Lawrence School
of Expression.

FREDERICK WESLEY ORR, B.L., Professor of Public
Speaking.

JOSEPHINE M. RETZ-GARNES, Instructor in Theory,
Harmonic Gymnastics, Pantomime, and Voice
Culture.

EDWARD ABNER THOMPSON, A.B., Instructor in
Vocal Interpretation of Literature.

EMMA KATE CORKHILL, Ph.D., Professor of English
Literature.

MAY ESTHER CARTER, B.L., Associate Professor of
English Language.

JOHN HERBERT FARLEY, A.M., Professor of
Psychology and Philosophy.

LESTER BURTON ROGERS, A.M., Professor of Edu-
cation.

MATTHEW LYLE SPENCER, Ph.D., Professor of Eng-
lish Language.

ROBERT J. FRY, B.O., Instructor in Oral English and
Composition.

MARGARET SHERMAN, Instructor in Public Reading
and Interpretation.

EDWARD DE WITT, A.B., Director of Athletics.

SARA PARKES TREAT, Instructor in Physical Train-
ing for Women.

THE PURPOSE OF THE SCHOOL

The Lawrence School of Expression is in the best sense of the word a technical school. It aims to prepare the student to do well a certain kind of work,—public speaking, writing, entertaining, or teaching. Its primary aim is to fit men and women for the public platform as lecturers, entertainers, interpreters of literature, actors, or public readers, or for the school room as teachers of English and of literature in high schools and colleges.

But it aims to be a “culture school” as well; and to this end it is allied with a college of liberal arts through whose courses the student is offered a means of broad general culture in fields of science, philosophy, literature, and language.

GENERAL CULTURE

The first interest of the School, in fact, is the personal development and general culture of the student. Acting upon the ancient belief that education is the drawing forth of the man himself, whose powers lie undeveloped within him, it endeavors to accomplish this result by stimulating in him the desire to express himself, his best and deepest self. By encouraging him to objectify his highest ideals, it develops the positive qualities of the man and makes of him a positive, not a negative, force in the world.

Further, it would give him the free use of his instruments of expression, his mind, his voice and his body, to the end that they may respond ideally to the desires of the man. In this training of mind, voice, and body, it develops faculties of use in the business of life,—a winning personal address, a pleasing voice, the ability to speak with ease in public, and that command of all the powers which we call self-possession.

PUBLIC LECTURING

In training those who would do public lecturing the School endeavors to guide aspirants to more than the mere manner of the orator; it directs each in clarifying and giving form to his message. No claim is made that great lecturers can be made from any and all comers, but the claim is made that to the man with a message the School can give directness and force in delivery, and—what is even more important—it can teach those laws of the human mind that will enable him to give his message to the minds and hearers of his audience with effectiveness and power.

PUBLIC READING AND ENTERTAINING

The School aims to produce public readers who are entertainers and who can give adequate expression to the best in literature. So long as there is great literature, literature of soul power and might lying upon dust covered shelves while people run after the husks of the current magazine, just so long will there be a place for the interpreter who shall be able by his magic to translate the dead page into that living language of the spoken word, the vibrant voice, the flashing eye, and the potent action of the entire man.

TEACHING OF ENGLISH AND LITERATURE

In the teaching of composition and rhetoric the attention is being turned more and more from the formal rules of rhetoric to the stimulation of the student's impulse to write,—his desire to express. In English literature teachers are turning the student's gaze away from the mere externals of literature to its inner, spir-

itual elements,—from the body to the soul. Such teachers are in demand.

The Lawrence School of Expression purposes to prepare teachers to fill this demand. Here is offered, in the college courses in literature, opportunity to gain that broad knowledge of the whole field of literature so essential to the teacher, and, alongside of this instruction, that training of voice, of body, and of spiritual insight which shall make of the teacher not only a seer of the deeper elements in literature, but an interpreter as well.

THE METHOD

The training of the Lawrence School of Expression very naturally divides itself into five progressive phases:

1. The awakening of the man himself, the stimulating of those deeper impulses and desires of the soul to find expression in a world of action as a speaker of words and a doer of deeds.

2. Such a preparation of the body for expressional activity as will make it a sensitive instrument responsive to every passing shade of thought or feeling.

3. The gaining of such a language or technique of expression in words (written and spoken), in vocal modulations, and in bodily speech that no shading of the "truth" shall be too subtle to fail of adequate expression.

4. The getting of the "truth" to be expressed by touch with the best thought of the ages and by repeated endeavor to formulate and give it expression.

5. The unifying of body, mind, and emotional nature in the expressive act, so that expression may be wholly spontaneous and free.

ENTRANCE REQUIREMENTS

The requirements for entrance to the bachelor of oratory course and to the School of Expression are the same as those for entrance to the College of Liberal Arts. See page 91.

Students of good character who have sufficient preliminary education to comprehend the philosophy of expression are eligible for both the class and private work of the School without the usual entrance requirements. Such students must enter as specials.

COURSES OF STUDY

General Culture and Platform Readers' Course

The General Culture Course is a two-year course of training for platform work. It includes all the most valuable technical training that the School offers, and fits the student to do public reading or entertaining.

The work of this course is fundamental for all the other courses; for it retains all that training which looks to the general development of the man and the cultivation of those powers that would serve him in the business of life, while allowing him to choose his electives in the line of public speaking, teaching, or of general culture. The "General Culture Diploma" is given for a satisfactory completion of the studies and the training offered in this course.

First Year Group

(See following pages for complete description of individual courses.)

Course 5. Literary Analysis and Foundations of
Expression 3 hours

LAWRENCE COLLEGE

Course 6.	Prose Types and their Vocal Interpretation	3 hours
Course 7.	Private Lessons (2 Semesters).....	6 hours
Course 8.	Dramatic Action (2 Semesters).....	4 hours
Course 11.	Voice Culture and Harmonic Gymnastics (2 Semesters)	6 hours
Course 13.	Diction	6 hours
Course 14.	Platform Reading and Criticism (2 semesters)	4 hours

ELECTIVE (up to 32 hours for the year)

Course 24.	Professional Story Telling	2 hours
Course 3.	Debate	3 hours
	Folk Dancing	No Credit
	Rhetoric and Literature Courses (see pages 149-157.)	

Second Year Group

Course 15.	Types of Poetry and their Vocal Interpretation	3 hours
Course 21.	Advanced Interpretation and the Training of the Imagination	2 hours
Course 22.	Advanced Impersonation and Training of the Dramatic Instinct.....	2 hours
Course 2.	Extemporaneous Speaking and Oratory	2 hours
Course 20.	Senior Voice and Harmonics (2 Semesters)	6 hours
Course 17.	Private Lessons	10 hours
Course 18.	Platform Reading and Criticism.....	4 hours
Course 19.	Dramatic Action in Shakespearian Plays	4 hours

LAWRENCE SCHOOL OF EXPRESION

ELECTIVES (to be chosen up to a total of 32 hours for the year.)

Course 12.	Normal Course in Expression.....	2 hours
Course 26.	Normal Course in Gymnastics for Schools	2 hours
Course 27.	Interpretation of Browning	2 hours
Course 10.	Bible and Hymn Reading	2 hours
Course 19.	Advanced Acting in Modern Drama	2 hours

BACHELOR OF ORATORY COURSE

The purpose of the Bachelor of Oratory Course is to offer the general culture values of a college education while giving the student technical training in public speaking and English.

In this course is outlined the equivalent of two years of expression work in combination with two years of college work, for which the degree of bachelor of oratory is offered. This work is divided and arranged in such a manner that the student has part School of Expression studies and part college studies throughout the four years. The degree, as awarded by Lawrence College, requires seventy-two hours of credit in the department of Liberal Arts and fifty-six hours of credit in the School of Expression. An hour of credit is given for each hour per week of recitation successfully carried throughout a semester of eighteen weeks.

A suggestive group system is given below covering the four years of the course. The secondary emphasis of the course may be thrown toward literature and English, or toward politics and sociology, according to the interest of the student and the career for which he may be preparing.

COURSES IN DETAIL*

Freshman Year

Rhetoric	3 hours
Language	8 hours
Literature	5 hours
Social Science	3 hours
Public Speaking and Expression	13 hours

Sophomore Year

History	5 hours
Psychology	4 hours
Rhetoric	3 hours
Literature	5 hours
Public Speaking and Expression	15 hours

Junior Year

Education or Eco- nomics	6 hours
Science	8 hours
Literature	4 hours
Public Speaking and Expression	14 hours

Senior Year

Literature	6 hours
Religion	2 hours
Elective	10 hours
Public Speaking and Expression	14 hours

*The required subjects are: rhetoric, 6 hours; history, 5 hours; psychology, 4 hours; literature, 10 hours; language, 8 hours. (If no foreign language is offered for entrance, 16 hours of some one language is required.)

Courses 1, 2, 3, and 4, covering oral English, extemporaneous speaking and oratory, oratorical composition, and debate, are outlined in the Department of Public Speaking, page 196.

Group in Literary Interpretation

Professor Garns

5. LITERARY ANALYSIS AND FOUNDATIONS OF VOCAL EXPRESSION.—*First Semester. M. W. F., 8:00. Credit, 2 hours.*

A course in which the excellencies of vocal expression are shown to grow primarily from an appreciation of qualities in the literature; method of analysis; stimulation of the impression necessary to adequate expression; deeper and more detailed appreciations of the ideational, emotional,

and imaginative elements in literature; intensive thinking for expression; training for ideal vocal responses.

6. PROSE TYPES AND THEIR VOCAL INTERPRETATION.—*First Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Expression 5.*

A study of the origins and nature of the principal prose types in literature with a view to a better understanding and to an adequate vocal interpretation of the spirit of each. The myth, fairy tale, fable, allegory, short story, essay, oration, etc. Text: Fransler's *Types of Prose Narrative*.

10. BIBLE AND HYMN READING.—*First Semester. Tu. Th., 10:30. Credit, 2 hours.*

Vocal interpretation of the sacred text based upon an appreciation of the spirit of each of its many literary forms. Adaptation of these forms to the mind of the congregation and to the spirit of the service. Hymn reading in the service. Text: Moulton's *Modern Reader's Bible*. Given by Professor Garns.

15. TYPES OF POETRY AND VOCAL INTERPRETATION.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours.*

A study of the principal types of poetry with a view to enabling the student to catch the spirit embodied in and expressed through each of the varying poetic forms. Vocal interpretation of each.

16. VOCAL INTERPRETATION OF BROWNING.—*Second Semester. Tu. Th., 9:30. Credit, 2 hours.*

The study of a number of the principal poems of Robert Browning with a view to their vocal interpretation. Especial emphasis upon the monologue form, with methods of interpretation. Given by Professor Garns.

Group in Private Instruction

7. JUNIOR PRIVATE LESSONS IN INTERPRETATIVE READING.—*First and Second Semesters. Hours to be arranged. Credit, 6 hours.*

The instruction in private lessons is devoted to the development of the platform abilities of the individual student, to the cultivation of his powers of expression, and the furnishing of an adequate technique. Each student is considered as a new problem, and the private lessons allow of an individual adaptation of training impossible in class work. Since the time spent for the preparation of each lesson is so much greater than that spent for any class hour, the credit is given on a basis of one semester hour of credit for every ten lessons. Hours may be arranged to suit the convenience of the student. May be taken with any one of the faculty of the School by special arrangement with the dean.

17. SENIOR PRIVATE LESSONS.—*First and Second Semester. Hours to be arranged. Credit, 12 hours.*

In these lessons will be offered advanced instruction in the platform arts. An attempt is made to bring each student to the perfection of his powers in platform interpretation. To receive full credit for this course each candidate for graduation is required to prepare and to give acceptably in public recital two full programs of miscellaneous selections (for which five hours of credit are given), to give in public an original adaptation or dramatization of a standard work of fiction (for which five additional hours of credit are given), and to prepare and deliver one original lecture, address, sermon, or lecture-recital (for which two hours credit are given).

It is deemed wise that each candidate for graduation

shall have taken private instruction under at least three different faculty instructors during his course. This insures his receiving criticism and help from different angles of observation, prevents unconscious imitation of the manner of a single instructor, and allows that the diploma shall represent the judgment of the whole faculty.

Group of Courses in Drama and Acting

Professors Orr and Garns

8. **DRAMATIC ACTION.**—*Throughout the year. M. W. Th. F., 11:30. Credit, 4 hours.*

How to study a play, how to study a character part, and how to actually interpret a character through assimilation of mental and physical attributes in a definite dramatic situation; a thorough study of the laws of dramatic action with practical application in actual performances; first semester devoted largely to farces, the second to comedies of the better grade. Given by Professor Orr.

18. **SHAKESPEARE AND ACTING.**—*Throughout the year. M. W. F., 1:30. Credit, 6 hours. Prerequisite: Expression 8.*

A study of at least four of the plays of Shakespeare from the interpretative point of view. Especial emphasis upon dramatic construction, character interpretation, and acting. Students are especially prepared to teach college requirements in Shakespearian literature and to coach high-school plays. Given by Professor Orr.

19. **MODERN DRAMA AND ACTING.**—*Throughout the Year. M. W. F., 1:30. Credit, 6 hours. Prerequisite: Expression 8. Not given in 1913-14.*

A course dealing with modern influences and tendencies; the study of at least six modern plays, and the actual stag-

ing and performance of at least two; especial emphasis upon literary analysis and dramatic construction; advanced technique of acting. Given by Professor Garns.

Group in Voice Culture and Harmonic Training

Mrs. Retz-Garns

11. JUNIOR VOICE CULTURE AND HARMONICS.—
Throughout the Year. M. W. F., 8:00. Credit, 6 hours.

The purpose of this course is to fit body and voice to be expressive agents of the mind. The first half of each class hour is spent in training to free the body of constrictions, to establish a sense of self-possession, to give good platform presence, and gradually to develop effective gesture and action. The second half of the recitation period will be devoted to establishing correct breathing for voice production, to freeing the throat from tension, and to making correct tone production habitual. Given by Mrs. Retz-Garns.

13. DICTION.—*First Semester. Tu., 9:30. No Credit. Required of prospective graduates in the General Culture or the Bachelor of Oratory Courses.*

Training in pure speech forms. Ear training to cultivate discrimination of correct vowel and consonant qualities. Drill in enunciation and pronunciation to make correct response of the organs of speech habitual. Given by Mrs. Retz-Garns.

20. SENIOR VOICE CULTURE AND EXPRESSIVE ACTION.—
Throughout the Year. M. W. F., 10:30. Credit, 6 hours.

Stimulation of pantomimic impulses in the student. Training in effective gesture and body action, such training always taking its departure from the mental and emotional impulse. Sentences and paragraphs from the best

literature are studied, and when they have been sufficiently emotionalized by the student to arouse incipient motor impulses, the correct pantomime is suggested and practiced as a direct response. Thus a vocabulary of effective gesture and action is given the student. The senior voice work devotes itself to developing more perfect vocal responses to all types of emotion. Given by Mrs. Retz-Garns.

Group in Physical Culture

Mrs. Retz-Garns

(For courses in organic physical training see page 183 under the Department of Physical Education. For courses in Harmonic and Expressive Gymnastics see page 238 under the School of Expression.)

25. FOLK DANCING.—*Throughout the Year. M., 1:30. No Credit.*

Folk dancing and singing games. Play and dance movements, social, religious and industrial, revealing racial characteristics of primitive peoples. A thorough course in the folk dancing of all nations. No credit. Elective by special arrangement with Mrs. Garns.

26. GRADED PHYSICAL EXERCISES.—*Throughout the Year. Tu. Th., 11:30. No Credit.*

A course of work especially adapted for teaching in the grades, or for schools possessing no gymnasium or apparatus. It is a system embracing the best from the Ling, German, and Delsarte systems. It comprises free standing exercises, marching and tactics, fancy steps, games, and action poems. The exercises are arranged in eight groups, one for each year in graded schools; each group consists of ten lessons, one for every four weeks. The aim of the course is both organic and harmonic development.

Group for Teachers

Professor Garns

(Courses in education and pedagogy will be found under the Department of Education).

12. NORMAL COURSE IN EXPRESSION.—*Second Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisite: 14 hours in Expression.*

Methods for teaching public speaking and expression for high schools and colleges; correlation with English and literature; how to coach a contest; how to stage a play.

Group in Training of Imagination and Dramatic Instinct

Professor Garns

21. TRAINING OF THE IMAGINATION AND ADVANCED INTERPRETATION.—*First Semester. Tu. Th., 8:00. Credit, 2 hours.*

Cultivation of the power of imagery, that thinking may be less abstract, less divorced from reality. A thorough study of the psychological processes involved. Stimulation of vocal responses adequate to express the growing vividness of thought. Reading of lyric poetry. Texts: Palgrave's *Golden Treasury* and Curry's *Imagination and Dramatic Instinct*.

22. TRAINING OF THE DRAMATIC INSTINCT AND IMPERSONATION.—*Second Semester. W. F., 10:30. Credit, 2 hours.*

A study of the psychology of realization. Application of the principles deduced to excerpts from classic literature. Training in the realizational process till the mental, emotional, and physical characteristics of the character studied can be taken on to the degree of complete identification.

Impersonation of characters, normal, abnormal and super-normal. Text: Curry's *Imagination and Dramatic Instinct*.

Group of Courses in Platform Reading and Story-telling.

Professors Orr and Garns

14. JUNIOR PLATFORM READING AND CRITICISM.—*Throughout the year. M. W., 8:00. Credit, 2 hours. Prerequisite: Registration in Expression 7.*

Class appearance with selections for platform reading. Suggestions and criticism before the class so that each member may get the benefit of both his own personal criticism and that of every other member of the class. Credit to be given in conjunction with the private lesson work.

22. SENIOR PLATFORM READING AND CRITICISM.—*Throughout the year. Hours to be arranged. Credit, 2 hours. Prerequisite: Registration in Expression 17.*

Advanced platform criticism along lines outlined in Expression 14. Thorough study of the technique of presentation of dramas and novels upon the platform. Theory and practice.

24. PROFESSIONAL STORY TELLING.—*Second Semester. W. F., 2:30. Credit, 2 hours.*

A thorough training in story telling to children. The search for material. Adaptation to the child mind. The theory and practice of narration. Actual weekly practice in the Children's Hour maintained by the School for this purpose at the city library. Texts: Bryant's *How to Tell Stories to Children* and St. John's *Stories and Story Telling*.

SCHOOL ACTIVITIES.

THE DRAMATIC CLUB

Practically every student in the department belongs to the Dramatic Club, and each member is privileged to take some part in dramatics during the year. The Dramatic Club has, in the little more than four years of its existence, successfully staged more than a dozen dramas, classic and modern, and has given as many evenings of comedy and farce. It has staged two Shakespearean plays in the open air and has for two successive years sent a play out for an extended tour of the state.

A partial list of the dramas thus far presented includes: Rostand's *Romancers*, Tennyson's *The Princess*, Shakespeare's *Midsummer Night's Dream*, Shakespeare's *Twelfth Night*, Dickens's *Cricket on the Hearth*, Yeats's *The Land of Heart's Desire*, Byron's *Our Boys*, Campbell's *Sunbonnets*, *Breezy Point*, Jerome's *Sunset*, Balch's great Indian story dramatized by Professor F. Wesley Orr, *The Bridge of the Gods*, and more than twenty one-act comedies.

The play chosen for the road tour of 1911-12 was Dickens's *Cricket on the Hearth*, in commemoration of the Dickens's centenary. The Club carried twelve people and special scenery and stage accessories, and its tour aggregated more than 650 miles of travel. The Club visited many of the largest cities in the state and the work of its actors was received with enthusiasm everywhere. This second tour of the organization was an artistic success from beginning to end.

For the season of 1912-13 the Club has been divided into four divisions, which have devoted their attention respectively to the Greek drama, the pre-Shakespearian

drama, the Shakespearean, and the modern. Under this plan unusually successful work has been produced. During the first semester alone the following plays were staged and presented: W. S. Gilbert's *Pigmalion and Galatea*, Shakespeare's *Comedy of Errors*, the old morality, *Everyman*, and Euripides's *Alcestis*.

Wettengel Prizes.—A full description of these prizes, given through the kindness of Mr. Fred Felix Wettengel, of Appleton, Wisconsin, may be found on page 61 of this catalogue.

STUDENT ENTERTAINERS FREE

Upon request, advanced students will be sent to entertain in any city in the state for expenses and local entertainment. Address all communications to

JOHN SEAMAN GARNES, Dean,
Appleton, Wisconsin.

COST OF INSTRUCTION

"GENERAL CULTURE COURSE"

Junior Year.

Course Literary Analysis, etc.....	3 hours	\$ 9.00
Course Prose Types and Interpretation	3 hours	\$ 9.00
Course Private Lessons (6 terms at \$6)	3 hours	\$36.00
Course Dramatic Action	4 hours	\$12.00
Course Voice and Harmonics	6 hours	\$18.00
Course Diction	2 hours	Free
Course Platform Reading	4 hours	\$12.00
Course Electives	5 hours	\$10.00

Total Expense for the year32 hrs \$106.00

Expense per semester of 18 weeks \$ 53.00

LAWRENCE COLLEGE

Senior Year.

Course Types of Poetry and Interpretations	3 hours	\$ 9.00
Course Training of Imagination.....	2 hours	\$ 6.00
Course Dramatic Instinct and Imper-sonation	2 hours	\$ 6.00
Course Extemporaneous Speaking.....	2 hours	\$ 4.00
Course Senior Voice and Harmonics.....	6 hours	\$18.00
Course Diction	2 hours	Free
Course Shakespeare and Acting.....	3 hours	\$ 9.00
Course Private Lessons (6 terms at \$12.00)	10 hours	\$72.00

Expenses for year of 36 weeks.....30 hrs \$124.00

Expense per semester of 18 weeks...15 hrs \$ 62.00

The maximum tuition cost for the two-year General Culture Course is approximately as given above.

The cost of the Bachelor of Oratory Course is about \$45.00 per semester throughout the four years, which is only \$15.00 per semester more than the regular course in the College of Liberal Arts. This estimate covers all private lesson work throughout the entire course.

Pupils not entered regularly in either the College or the School of Expression may arrange for private lessons at the rates given below, providing the time of the instructors is not already full.

IRREGULAR STUDENTS

Any class, per semester hour	\$4.00
Five or more hours, per semester hour	3.00

PRIVATE LESSON FEES

Professor Garns

Single lessons (thirty minutes)	1.50
Course of ten lessons (in advance)	12.00

Professor Orr

Single lessons (thirty minutes)	1.00
Course of ten lessons (in advance)	9.00

Mrs. Garns

Single lessons (thirty minutes)	1.00
Course of ten lessons (in advance)	9.00

Mr. Fry

Single lessons (thirty minutes)75
Course of ten lessons (in advance)	6.00

Miss Sherman

Single lessons (thirty minutes)75
Course of ten lessons (in advance)	6.00

SCHOOL OF ART

FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., President of the College.

OTHO PEARRE FAIRFIELD, A.M., Dean of the School of Art and Professor of Art History and Social Aesthetics.

ELSIE BUCK BOTTENSEK, Instructor in Oil Painting and China Decoration.

AIMEE BAKER, Instructor in Drawing and Normal Art.

ELIZABETH CATLIN, Instructor in Water Color and Figure Drawing.

CLARA H. FAIRFIELD, Instructor in Pottery and Design.

PURPOSES AND ADVANTAGES

The School of Art is an integral part of Lawrence College and was organized for the purpose of widening the opportunities of students in the various departments. While it still performs this function, it is now equipped to minister to larger demands and to meet all immediate needs of those who would specialize in art. The enlarged faculty, the specialized and individual instruction in small classes, a more definite articulation of the departments of study, suggest some of the lines in which advance is being made over previous years. In addition, students of art will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine college instruction in various related departments with the regu-

lar work in art, and to receive a limited amount of college credit,—an advantage offered by few schools anywhere. Living expenses are also considerably less than in a large city, and the probability of turning knowledge into dollars through public-school work more, because of the close connection of college and public school.

ADMISSION

Students are accepted at any time, but they will find it decidedly to their advantage, both in instruction and expense, to be present on the date named in the beginning of this catalogue as the opening of the first semester. No requirement is made regarding the student's general education except that no student may receive a certificate or diploma who has not had the equivalent of a high school education.

Students in attendance upon any department of the college will not be permitted to take lessons in art from teachers not regularly employed in this department.

CREDITS AND DIPLOMAS

To those who satisfactorily complete the general course of one year a certificate of proficiency is granted. A diploma will be conferred upon those who spend a second year in special study in two or more of the departments named for second-year work. Students who do not desire a certificate may enter any classes for which their previous training fits them. Students in the College of Liberal Arts may offer for the bachelor's degree eight hours of studio work and any or all of the courses named under Art History and Social Aesthetics. Conservatory students may offer fifteen hours of art work toward the degree of Bachelor of Music.

TUITION FEES

General Course, five half days per week throughout the semester	\$30.00
Special Courses, second year, two half days per week, each semester	\$18.00
Partial work first year, one half day per week.....	\$ 7.50
Partial work, second year, one half day per week.....	\$12.00

Students will furnish their own materials. All fees must be paid at the college office.

COURSES OF STUDY

The studies have been arranged on the same general theory as in the College of Liberal Arts,—that certain studies should be required of all, both for all-round development and for the purpose of revealing to the student his particular aptitudes and fitness for special lines of work. For this reason a general course has been outlined, which is thought profitable, whether one is preparing to teach art in the public schools or to practice it as a profession. The completion of this first year will enable the student to find himself, will show wherein he is weak and in what line he may expect to succeed, and at the same time will give him adequate preparation for the successful pursuit of the department of his choice.

The second year is wholly elective. The student will here consult only his special aptitudes and the plans he may have made for the future. He may spend all his time upon one department or many, but he is advised to specialize, both for the financial gain and for artistic values. The instruction will be highly individual except in the courses in art history, where class instruction will be the rule. Instead of receiving one or two criticisms a

week, the student will be constantly under the eye of the teacher and cannot fail to make very rapid progress.

General Course—First Year

I. *First Semester.*—

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half-days.
- b. Figure drawing in charcoal and pencil. One half-day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching; illustration. One half-day.
- d. History of Art. General outline; the great masterpieces, their composition and significance. One half-day.

II. *Second Semester.*—

- a. Figure drawing continued. One half-day.
- b. Illustration. One half-day.
- c. Design. Theory of pure design; application to clay modeling; leather and metal work; weaving; book covers; construction work for public-school use. Three half-days.
- d. Public school methods. Required of those expecting to teach. One half-day.

Special Courses—Second Year

1. Mechanical Drawing and Architectural Design. Miss Baker.
2. Decorative Design. Mrs. Catlin, Mrs. Fairfield.
3. China Decoration. Mrs. Bottensek.
4. Pottery. Mrs. Fairfield.

5. Leather Work. Miss Baker.
6. Illustration. Mrs. Bottensek, Mrs. Catlin.
7. Portrait and Landscape in Oil. Mrs. Bottensek, Miss Baker.
8. Art History and Social Aesthetics. Professor Fairfield.

For a description of the courses in Art History and Social Aesthetics, see page 125 of this catalogue.

STUDENTS

GRADUATE

Barnes, Robert	Menasha
Latin.	
Bounds, Florence	Appleton
Latin and German.	
Culver, Vida	Appleton
English and German	
Dickerson, Fred G.	Chicago
Economics and Astronomy	
Edwards, Doris K.	Fond du Lac
English	
Ewers, Robert F.	Menasha
Education.	
Fry, George W.	Oklahoma City, Okla.
Economics and Sociology.	
Hackworthy, Georgina	Appleton
Latin.	
Harwood, Ann	Appleton
English and History.	
Howard, Delton T.	Appleton
Language.	
Knutzen, Lorenz	Omro
Economics and Hebrew.	
Medd, Bessie	Green Bay
History and Literature.	
McInnes, George K.	Beaver Dam
Sociology.	
Patten, Theda	Appleton
Art.	
Pedley, Frank C.	Missouri Valley, Ia.
Latin and Greek.	
Plantz, Elsie	Appleton
English and History.	
Souther, Nathalie	Mauston
Chemistry.	
Trever, Erna	Wash.
Latin and Greek.	

LAWRENCE COLLEGE

Triggs, A. W.	East Troy
History.	
Willett, Arthur D.	Boston
Literature and History.	
Witherbee, Lillie G.	Galesville
German.	
Wilson, Anna Evelyn	Appleton
Art.	

Senior Class

Andrews, Gladys Mae	Escanaba, Mich.
Boyce, Edith Ruth	Wausau
Brayton, Helen Louise	Appleton
Brigham, Henrietta	Appleton
Brokaw, Norman Edmunds	Appleton
Brooks, James Emmet	Omro
Bushey, Lucile	Appleton
Bussard, Alita Lois	Kaukauna
Cadman, Bernice Margaret	Appleton
Clark, Ethel	Galesville
Collinge, William	Brandon
Cooke, Sarah Adaline	Kaukauna
Crossfield, Jessie Myrtle	Fort Atkinson
De Swarte, Ruth	Wauwatosa
Dickinson, Kenneth Scott	Appleton
Dickinson, Philetus Sawyer	Appleton
Faville, Ellen Elizabeth	Lake Mills
Fisher, Bernice L.	Fond du Lac
Harriman, Eleanor May	Appleton
Hill, Mabel Ursula	Green Bay
Hinderman, Eugene F.	Marinette
Hughes, Edna Belle	Randolph
Jacoby, Julia Elizabeth	Appleton
James, Harry I.	Gloucestershire, Eng.
Kitto, Myrtice	Dollar Bay, Mich.
Klumb, Ella Anne	Appleton
Kunde, George C.	Almond
Kunkel, Laura	Fond du Lac
Lieberman, Daisy A.	Fort Atkinson
Lowe, Willard Irvin	Barnum

STUDENTS

Mates, Mabel May	Belmont
McGowan, Milton W.	Algoma
McKinney, Loren C.	Appleton
McNaughton, Helen Mary	Appleton
Nelson, Leila	Manitowoc
Pardee, Grace	Appleton
Pendell, Lora Belle	Randolph
Pond, Alta Mae	Wausau
Potter, Mary Athena	Lake Mills
Rasey, Lee Cassius	Marion
Russell, George Ernest	Cambridge, Mass.
Saecker, Enid Marguerite	Appleton
Sampson, Wylie C.	Wausau
Schlafer, Barbara	Appleton
Shaver, Erwin Leonidas	Eau Claire
Sias, Benjamin Charles	Sparta
Simester, Maud Adelaide	Fond du Lac
Swanson, Lilly	Bayfield
Thomas, Florence	Appleton
Thurber, Francis	Ellsworth
Tippet, Ralph	Appleton
Waterhouse, Clifford C.	Weyauwega
Watson, Howard D.	Kaukauna
White, Richard Joseph	Algoma
Whitehouse, Herbert	Markesan
Wilcox, Charles Clinton	Calumet, Mich
Wiley, Jean	Chicago, Ill.
Williams, Bess	Rib Lake
Woodworth, Spencer Wyndham	Cataract
Wright, Alice Maud	Winnipeg, Man.

Junior Class

Aeschlimann, Edward J.	Manitowoc
Amundson, Paul	Black River Falls
Anderson, Henry Lawrence	Marinette
Ando, Ikutaro	Kagawaken, Japan
Bauman, Rexford	Shiocton
Becker Amy Gertrude	Winneconne

LAWRENCE COLLEGE

Bishop, Bertha Gertrude
Blackman, Roger Charles
Bolton, Raymond L.
Boyce, Willard Curtis
Bystrom, Clarence L.
Cade, Xena
Calkins, Lottie Elizabeth
Cass, Vera Cobb
Caves, Reginald E.
Cheney, Monona Lucile
Claridge, May
Colby, Ada Louise
Colvin, Eugene Spaulding
Daniel, Kathryne
Ford, William Stanley
Fowler, Dudley O.
Gillespie, Pauline Lucile
Hard, Irma Mary
Harris, Mary Catherine
Humphrey, Helen
Jenkin, Thomas Vincent
Krueger, Raymond Carl
Martin, Ella May
Mielke, Ruth Ida
Mielke, Sarah Julia
McKinney, Paul J.
Naumann, Francis Myrtle
North, Theodora Maud
Oosterhous, Ora
Peck, Josephine
Plantz, Florence Ethel
Plenzke, Oswald H.
Pors, Charles M.
Powell, Edna Margaret
Reynolds, George Everett
Richardson, Pearl
Ross, Florence
Saiberlich, Erwin Walter

Mineral Point
West Bend
Tomah
Wausau
Ishpeming, Mich.
Viroqua
Emerald
Viroqua
Hancock
Barron
Reedsburg
Thorpe
Appleton
Randolph
Pepin
Humbird
Grand Marsh
Milwaukee
Mineral Point
Avalon, Penn.
Newquay, Cornwall, Eng
Brillion
Milwaukee
Shawano
Shawano
Appleton
Eau Claire
Edgerton
Plymouth
Chicago
Appleton
Appleton
Marshfield
Barron
Janesville
Sparta
Appleton
Appleton

STUDENTS

Scandling, Orville Bennett
Scott, C. Beecher
Smith, Howard Lowell
Smith, Jessie Lee
Spear, Maude L.
Spratt, Walter
Stanchfield, Mabel Gertrude
Stevenson, Marjorie Darling
Stoppenbach, Margaret Helen
Tichenor, Lauren E.
Tippet, Earl
Uplegger, Alfred M. J.
Vandehei, Eugene
Velte, Wallace L.
Warnock, Anna W.
Williams, Stewart S.
Wilson, Robert J.
Winner, Paul C.
Wolfe, Leigh S.

Iron Mountain, Mich.
Black River Falls
Oshkosh
Appleton
Appleton
Sheboygan
Fond du Lac
Aurora, Canada
Tualitin, Oregon
Waupun
Appleton
Appleton
Mott, N. Dak.
Poysippi
Necedah
Janesville
Markesan
Humbird
Gladstone, Mich.

Sophomore Class

Abrahamson, Elmer Julius
Andreasen, Valdemar
Arndt, Fred Marion
Baker, Irvin
Ballard, Rena
Baumgarten, Irma
Beach, Katheryn Florence
Benyas, Hannah
Berger, Estelle May
Boase, Milton Samuel
Bohrnstedt, Leo Stewart
Bouchard, Adelbert George
Boyles, Leslie Le Roy
Braun, Alma Martha
Bruce, William Robert
Candlish, Robert Harrison
Chapman, Jesse M.
Colburn, Romeo Hugh

Sparta
Copenhagen, Denmark
Barron
Mattoon
Appleton
Neenah
Whitehall
Appleton
Wausau
Ishpeming, Mich.
Trempealeau
Munising, Mich.
Waupaca
Merrill
Appleton
Fond du Lac
Tunnel City
Chippewa Falls

LAWRENCE COLLEGE

Cooke, William Henry	Kaukauna
Cotton, Hester Lucretia	Escanaba, Mich.
Coumbe, Camille	Blue River
Cramer, Raymond Bert	Appleton
Crum, Harry Edwin	Mineral Point
Crump, Gladys Mary	Lake Mills
Dawson, Mrs. Grace	Appleton
Davidson, Carl Nathan	Mauston
Davidson, Jean	Hubbell, Mich.
Davis, Leah Adelle	Appleton
Davis, Olive Isabel	Appleton
Denis, Arthur Stewart	Green Bay
Dixon, Jennie Isabel	Brandon
Eck, Walter Christian	Marinette
Eggleston, George	Dallas
Erb, Irma Kassandra	Appleton
Evans, Arthur	Ridgeway
Ewers, Clyde Morgan	Sparta
Fell, Florence Emily	Mayville
Frankel, Freda Monica	Eagle River
Frawley, Ethel Marie	Chilton
Goble, Lela Annette	Lancaster
Gregory, Dorothy Mary	Hancock, Mich.
Hansen, Alice Myrtle	Neenah
Haugen, Karl Manville	Menomonie
Hocking, Bert W.	Rockford, Ill.
Hogg, Frances Marguerite	Melrose
Hompe, John Byron	Deer Creek, Minn.
Hocley, Henry Kent	Milwaukee
Hooper, Inez	Palmyra
Hornibrook, Ellen Helen	Marinette
Humble, Ida Mae	Antigo
Jackson, Joseph Walter	Monroe
Jennings, William A.	Grays, Eng.
Jewett, Clarence Gardner	Plymouth
Johns, Donna H.	Michigamme, Mich.
Johnson, Estella	Gladstone, Mich.
Johnston, Alden M.	Appleton

STUDENTS

Kellner, Lewis John
Kirby, Marguerite
Kopplin, Elsie
Lindsay, Bella
Marcy, Lucile
Mitchell, Anne
Mix, Chase Frederick
Murray, Margaret
McCleneghan, Fred Logan
McGonegal, Charles
McKay, Doris
McKenzie, Ethel
North, Jessica Nelson
North, John Herschel
Noyes, Harriet Decker
O'Connor, Gordon Frank
Oberdorfer, Jessie
O'Brien, Stella Ruth
Ostergren, Frances Havergal
Otto, Olive
Owens, Gwendolin
Owens, Jay Clyde
Phillips, Floyd Tifford
Porterfield, Helen M.
Richardson, Marion
Roderic, May
Schrottky, Oleda
Sherman, Ethel
Smith, Mariem
Smith, Minnie
Smith, William Watkins
Stiles, Mary Jane
Sutcliffe, Constance
Sweetman, Marjorie May
Thompson, Alden Wilbur
Thompson, Edith
Tippet, Walter
Tracy, Eleanor

Manitowoc
Chicago, Ill.
Green Bay
Manawa
Cuba City
Kaukauna
Crookston, Minn.
Norway, Mich.
Rockford, Ill.
Sparta
Marinette
Hancock, Mich.
Edgerton
Edgerton
Dows, Iowa
Antigo
Stephenson, Mich.
Iron River, Mich.
St. Paul, Minn.
Appleton
Oshkosh
Dodgeville
Green Bay
Peshtigo
Kendall
Brodhead
Appleton
Appleton
Oakfield
River Falls
Sleepy Eye, Minn.
Sturgeon Bay
Endeavor
Appleton
Appleton
Kaukauna
Appleton
East Troy

Tulasker, Krishnabai
Van de Bogart, Guy B.
Van Dusen, Earl C.
Watson, Lloyd
Wiley, Robert Le Roy
Wilford, Lloyd Alden
Wilkinson, Octavia Maria
Wilson, William
Wing, Grace Winnifred
Witthuhn, Irwin R.
Zekind, Elliot E.
Zemann, Otto George

Milwaukee
Sheboygan Falls
Westmoreland, Kan.
Brandon
Chippewa Falls
Baldwin
Hancock, Mich.
Manawa
Kewaunee
Appleton
South Kaukauna
South Range

Freshman Class

Alexander, John E.
Ames, Dorothy Ora
Anderson, Laura
Austin, Ira David
Austin, Miner Manly
Bailey, George E.
Baird, Parker Karns
Bamford, Mabel F.
Barnes, Edward Talcott
Barnes, Harold Douglas
Barry, Justin G.
Bennett, Harry Treverton
Benyas, Eva
Bergstrom, Nathan H.
Berry, Floyd
Bestow, Leita Ruth
Boardman, Aimee
Boardwin, Louise M.
Boyson, Lillian
Butler, Merrill F.
Calkins, W. Earl
Canright, O. Wayne
Canright, Warren R.
Carson, James Austin
Castle, Ethel Cynthia

Port Edwards
River Falls
Fond du Lac
Janesville
Reeseville
Kenosha
Monroe
Plymouth
Appleton
Battle Creek, Mich.
Madison
Ishpeming, Mich.
Appleton
Neenah
Gladstone, Mich.
Sparta
New Richmond
Racine
Poysippi
Appleton
Winneconne
East Troy
East Troy
Washburn
Beloit

STUDENTS

Cawley, Norman	Exmouth, England
Cheney, Russell	Barron
Clark, Ertel Vaughn	Augusta
Cochrane, Jessie Margerite	Fox Lake
Cole, George Thomas	Appleton
Coleman, Lysle Russell	Oakes, N. Dak.
Comstock, Byron Herbert	Portage
Connors, Leora	Kaukauna
Cragoe, Bessie Louise	Oakfield
Craig, May Mapelet	Victoria, Mich.
Crandall, Carroll Lee	Wausau
Cripps, Emily	South Kaukauna
Davis, Arthur	Appleton
Day, Charles Louis	Evansville
Eastman, Lydia M.	Plymouth
Eickman, Linda	Appleton
Ellsworth, Blanche Evelyn	Barron
Exley, Nora Sarah	Menasha
Fisher, Raymond B.	Appleton
Fiske, Harry Howland	Green Bay
Franzke, Albert Leonard	Appleton
Galpin, Gerald S.	Appleton
Gay, Henry F.	Westboro
Germond, Gladys Natalie	Oconto
Gibson, Ellen Rachel	Green Bay
Gilmour, Robert Andrew	Calumet, Mich.
Glaser, Lydia Naomi	Appleton
Goodrich, Harriet Winslow	Fort Atkinson
Gordon, Laura Margaret	Iola
Greeley, Ruth Anna	Appleton
Green, Veronica Josephine	Appleton
Groos, Louis Philip	Escanaba, Mich.
Halgren, Arthur Joseph	Escanaba, Mich.
Hall, Grace	Appleton
Harrison, Benjamin	Hingham
Hartwig, Victor Charles	Sun Prairie
Hayter, Esther Mary	Shawano
Hickock, Lorena Alice	Elgin, Ill.

LAWRENCE COLLEGE

Hogan, Anna Violet	Neenah
Hogan, Daniel	Boscobel
Hoier, Elsie	Hortonville
Holbrook, Dorothy Ingalls	Appleton
Howard, Charles Ray	Green Bay
Hudson, Ruth	Green Bay
Humphreys, Roy L.	Necedah
Hunting, Clyde	Marinette
Hurley, Addie Mae	Green Bay
Iehl, Walter Clarence	Melvin, Ill.
Jackson, Ella I.	De Pere
Jacobson, Mervin E.	Oconomowoc
Jenney, Blanche Ferris	Owosso, Mich.
Johnson, Argall	Wausau
Johnson, Arthur J.	Beloit
Johnson, Eleanor Mae	Kimberly
Johnson, William Oliver	Port Washington
Johnson, Harold H.	Glenwood City
Joslin, Harold W.	Cascade
Judson, Verna Eleanor	Marshfield
Kayser, Ellen	Green Bay
Keene, Zella Theoda	Leon
Ketchpaw, Kathryn Hazel	Janesville
Ketchum, Helen Adelaide	Eau Claire
King, Jessie	Appleton
Kinney, Chester Byron	Washburn
Kline, Anna	South Kaukauna
Kurz, Estelle Helen	Appleton
Kurz, Hazel	Green Bay
Kurz, Louis David	Appleton
Lambert, Helen Katheryn	Merrill
Lampert, Mineftawa	Wausau
Lane, Herbert John	London, Eng.
Lange, Duane B.	Eau Claire
Larsen, Donald	Green Bay
Latimer, Rachel	Portage
Lewis, Paul E.	Weyauwega
Levy, Henrietta Marie	De Pere
Lord, Leon Orin	Ellsworth

STUDENTS

Lueck, Elsie	Merrill
Luethi, William Alexander	Lake Mills
Lund, Florence	Winneconne
Mackin, Ida Estelle	Boardman
Marsh, Clara Church	Appleton
Martin, Henry Peter, Jr.	Appleton
Mellott, Irving Louis	Appleton
Miller, Esther L.	Cumberland
Mitchell, Clarence Millard	New Richmond
Morse, Edward Baxter	Mount Hope
MacInnis, Earl Carlyle	Edgerton
McClelland, Joseph H.	Antigo
McCourt, Irene	St. Croix Falls
McCray, Edna Merle	Green Lake
McFetridge, George William	New Richmond
Neubauer, Lydia	De Pere
Newbert, Helen Hortense	Appleton
Nichols, Wellington	Wausau
Nigh, Louis Grant	Barton
Ogren, Ruth Katherine	Stillwater, Minn.
Oosterhuis, Trester	Waldo
Owens, Maybel	Two Harbors, Minn.
Owens, Naomia	Oshkosh
Pardee, Lynn J.	Appleton
Partridge, Norma Evalyn	La Crosse
Pattinson, Myrtle	Darlington
Pelton, Zella Frances	Ashland
Peterson, Arthur	Eau Claire
Plummer, Mabel	Durand
Pottinger, Earl Henry	Fort Atkinson
Raprager, Vernon Emil	Medina
Reade, Carleton Wright	Escanaba, Mich.
Richardson, Dana Keith	Wabeno
Richardson, Robert W.	Sheboygan Falls
Ricker, Max W.	Royalton
Riesenweber, Marguerite Dorothy	Appleton
Ringrose, George	Alma Center
Roemer, John	Appleton
Ronneberg, Conrad Erwin	Oakes, N. Dak.

LAWRENCE COLLEGE

Root, Elmer Frank	Hortonville
Ross, Bernice Vida	Eau Claire
Saecker, Carleton Engler	Appleton
Saunderson, George Clare	Waupun
Schaal, Earl V.	Gillett
Schulte, Evelyn Lorraine	Dollar Bay, Mich.
Schwarz, Leonard J.	Chilton
Seibolt, Harriette E.	Barron
Sharpe, Dora	Milwaukee
Silkey, Celestine R.	Barron
Simon Nicholas L., Jr.	Appleton
Skewes, Alice Ruth	Union Grove
Sliter, Milton J.	Stanley
Sly, Vera Mercy	Sechlerville
Spencer, Earl Roy	Necedah
Starkey, Earl Franklin	Eau Claire
Stauffer, Margaret	Menasha
Stevens, Katharine Marie	Chicago
Stone, Edward Payson	Iola
Streckenbach, Hazel Maud	Green Bay
Stroud, Anne Laurie	Oshkosh
Sugerman, Helen	Appleton
Swanke, George David	Rosendale
Swann, Elmer Taylor	Brodhead
Swinton, M. Ione	Charlevoix, Mich.
Taylor, Harold K.	Orfordville
Taylor, Margaret Lincoln	Lancaster
Taylor, William S., Jr.	Appleton
Tobey, Ruth	Wausau
Tokuyama, Sotaro	Japan
Town, George Milton	Chippewa Falls
Townsend, Doris	Reedsburg
Tugendreich, Beulah Esta	Huntington, Ind.
Tuttle, Lucile	Knapp
Underhill, William M., Jr.	Oconto
Van Dyke, Henry Button	Lake Geneva
Wall, Clifford Chatfield	Goodman
Weaver, Clifford L.	Chicago, Ill.
Webb, Mary Dorothy	Lancaster

STUDENTS

Weiland, Cecile	Appleton
Wells, Marion	Appleton
Wendt, Grace Florence	Ashland
Wentworth, Howard Scarcliff	Edgerton
Westcot, George Lee	Omro
Whitmore, Ethel	Menasha
Wharfield, Harold	Marshfield
Whiston, Leo	Berlin
Wilkinson, Russell	Janesville
Wilson, Evalyn Hope	New London
Winegard, Caroline Louise	Green Bay
Wittman, Arthur C.	Merrill
Witthuhn, Elmer William	Appleton
Wray, Margaret Lois	Janesville
Wright, Allyn Lee	Columbus
Youtz, Merrill Arthur	Appleton
Younger, George	Appleton
Younger, Frank Bertin	Appleton
Zellner, Emil William	Fairwater
Zepp, Bertha	Edgar

Special Students

Bushnell, Mrs. C. J.	Appleton
Furer, Gottfried E.	Sheboygan
Hemphill, Harold	Edgerton
Irsek, Norma	Milwaukee
James, H. F.	Kaukauna
Patterson, Louise	Appleton
Patterson, Ruth Elaine	Appleton
Thomas, Vera A.	Omro
Wharton, Dotha	Appleton

SCHOOL OF EXPRESSION

Graduate

Nix, Irvin Francis	Winnipeg, Canada
--------------------	------------------

Senior Class

Kitto, Myrtice Grace	Dollar Bay, Mich.
Thomas, Florence Elizabeth	Appleton

LAWRENCE COLLEGE

Watson, Howard
Spear, Maude L.

Kaukauna
Appleton

Junior Class

Calkins, Lottie Elizabeth
Dixon, Jennie
Hard, Irma
Mitchell, Anne
MacKenzie, Ethel
Nauman, Frances
Pelton, Zella
Powell, Edna
Spratt, Walter
Stanchfield, Mabel
Warnock, Anna
Winner, Paul Chester

Emerald
Brandon
Milwaukee
Kaukauna
Hancock, Mich.
Eau Claire
Ashland
Barron
Sheboygan
Fond du Lac
Necedah
Black River Falls

Sophomore Class

Coumbe, Camille
Baumgarten, Irma
Dawson, Grace G.
Fiellin, Laura
Hornibrook, Edith
Kirby, Marguerite
Ketchpaw, Katheryn
Lindsay, Belle
McKay, Doris
Porterfield, Helen
Schrottky, Oleda
Tuttle, Lucille
Wing, Grace

Blue River
Neenah
Appleton
Milwaukee
Marinette
Winnetka, Ill.
Janesville
Manawa
Marinette
Peshtigo
Appleton
Bad Lands, N. Dak.
Kewaunee

Freshman Class

Barnes, Harold
Boyson, Lillian
Castle, Ethel
Cochrane, Jessie
Gilmour, Robert
Goodrich, Harriet

Battle Creek, Mich.
Poysippi
Beloit
Fox Lake
Calumet, Mich.
Fort Atkinson

STUDENTS

Greeley, Ruth	Appleton
Humphrey, Helen	Appleton
Joslyn, Harold	Cascade
Keene, Zella	Leon
Lund, Florence	Winneconne
Ley, Henrietta	De Pere
Ogren, Ruth	Stillwater, Minn.
Sliter, Milton	Stanley
Tugendreich, Beulah	Appleton
Warmington, Grace	Appleton
Wells, Marion	Appleton

Irregular and Special Students

Ando, Ikutaro	Kagawaken, Japan
Cary, Mrs. Paul	Appleton
Cawley, Norman	Manawa
Darling, Gracia J.	Appleton
Dehdee, Lucille	Oshkosh
Dickinson, Mrs. C. S.	Appleton
Dickinson, Kenneth	Appleton
Eastman, Lydia	Plymouth
Elverson, Mrs. Hazel Meigs	Fox Lake
Ford, Willard Stanley	Pepin
James, Harry I.	Gloucestershire, Eng.
Jodar, Henrietta	Plymouth
Jones, Jennie	Oshkosh
Humphrey, Mrs. E. P.	Appleton
Hyde, Gladys	Appleton
Kopke, Nellie	Thorp
Kolf, Clara	Oshkosh
Lowe, Willard Irvin	Petersburg
McKinney, Loren C.	Appleton
O'Conner, Gordon	Antigo
Pors, Chas. M.	Marshfield
Rasey, Lee Cassius	Marion
Reid, Estella	Appleton
Russell, Lawrence L.	Tomahawk
Shaver, Erwin Leonidas	Eau Claire
Smith, Mrs. Oliver	Appleton

LAWRENCE COLLEGE

Snyder, Marie Margaret	Escanaba, Mich.
Stansbury, Mrs. E.	Appleton
Stevens, Mrs. John, Jr.	Appleton
Talbot, Mrs. R. S.	Appleton
Thomas, Mrs. J. E.	Appleton
Wells, Mrs.	Appleton
Wertheimer, Mrs. M. A.	Kaukauna
Woodworth, Spencer Wyndham	Cataract

CONSERVATORY OF MUSIC

Graduate Students

Conrad, Marie	Kilbourne
Wilson, Lucile	Green Bay
Marcy, Merrill	Cuba City

Senior Class

Kraus, Frank	Plymouth
Bienfang, Esther	Jefferson
Benefiel, Lucy	Milwaukee
Baumgarten, Esther	Neenah
Coye, Nina	Stevens Point
Hart, Alice	Medina
Leek Raymond	Beloit
Martin, Ella	Milwaukee
Simpson, Pearl	Seymour
Williams, Rubie	Cambria
*Eiler, Hilda	Appleton

Junior Class

Agner, Alta	Burlington
Bump, Arline	Appleton
Corning, Lilah	Birnamwood
Craig, May	Victoria, Mich.
Goltz, Verna	Menasha
Greene Raymond	Milwaukee
Jones, Miriam	Mayville
Kurz, Hazel	Green Bay
Kamps, Barbara	Appleton
Lofberg, Bertha	Ironwood, Mich.

STUDENTS

Lightfoot, Nia	Winneconne
Neubauer, Lydia	De Pere
McKee, Carl	Detroit, Minn.
Rhodes, Florence	Appleton
Stenhouse, Florence	Burlington
Theil, Hilda	Portage
Wenzel, Julia	Appleton
Woempner, Lillian	Iron River, Mich.

Public School Music

Albrecht, Irene	Appleton
Burnside, Mildred	Neenah
Conrad, Marie	Kilbourn
Hume, Irene	Oconto
Hall, Mildred	Waupun
Harper, Ruth	North Bend
Ingraham, Ruth	Wausau
Lofberg, Bertha	Ironwood
Peterson, Irene	Stanley
Ryan, Marion	Appleton
Ritchie, Blanche	Manawa
Radtke, Meta	Columbus
Sizer, Ethel	Sturgeon Bay
Stimm, Ethel	Medford
Theil, Hilda	Portage
Wood, Avada	Appleton
Watson, Ruth	Kaukauna
Williams, Jessie	Mason City, Iowa

Special Students

Abraham, Margaret	Appleton
Allen Dorothy	Appleton
Adsit, Bernice	Appleton
Boyson, Lillian	Poysippi
Becker, Amy	Winneconne
Bach, Elsie	Appleton
Bradford, Helen	Appleton
Bradford, Francis	Appleton
Bradford, Josephine	Appleton

LAWRENCE COLLEGE

Brigham, Henrietta	Appleton
Buchanan, William	Appleton
Bump, Arline	Appleton
Bushnell, Mrs. Olga	Appleton
Bidwell, Helen	Gladstone, Mich.
Boehen, Mrs. E. L.	Wausau
Clark, Vaughan	Milwaukee
Cleary, Josephine	Green Bay
Clark, Ethel	Galesville
Cooke, Margaret	Kaukauna
Craig, May	Victoria, Mich.
Cragoe, Bessie	Oakfield
Deal, Francis	Neenah
Dambruch, Letha	Appleton
Dean, Mrs. W.	Appleton
Ehlke, Hilda	Appleton
Edwards, Grace	Appleton
Elmergren, Jennie	Tigerton
Erb, Esther	Appleton
Fargo, Esther	Kaukauna
Fisk, Howland	Green Bay
Gibson, Byron	Appleton
Groetzing, Mrs. N.	Chilton
Groos, Louis	Escanaba, Mich.
Gruenke, Gertrude	Appleton
Horn, Anna	Brillion
Harper, Inez	Palmyra
Halgren, Arthur	Escanaba, Mich.
Helm, Rose	Appleton
Heal, Vesta	Viroqua
Helm, Anna	Appleton
Hoh, Oscar	Appleton
Hadfield, Martha	Milwaukee
Irasek, Norma	Milwaukee
Jodar, Henrietta	Plymouth
Johnson, Arthur	Appleton
Kellner, Lewis	Manitowoc
Ketchum, Helen	Eau Claire
Koch, Evalyn	Appleton

STUDENTS

Koch, Gerald	Appleton
Larson, Esther	Green Bay
Lampman, Daryl	Eau Claire
Lake, Ruby	Oshkosh
Lange, Duane	Eau Claire
Lieberman, Daisy	Fort Atkinson
Little, Ruth	Menasha
Lockery, Ethyl	Appleton
Ledward, Katharyn	Appleton
Matheson, Mrs. R.	Neenah
Mackin, Ida	Boardman
Melchert, Francis	Neenah
Meyer, Byron	Brillion
Mason, Beatrice	Appleton
Mahoney, Agnes	Green Bay
Marugg, Annette	Appleton
Menning, Marie	Appleton
Miller, Esther	Cumberland
Mix, Chase	Crookston, Minn.
Morse, Ernest	Appleton
Neller, Sadie	Appleton
Nelson, Leila	Manitowoc
Nicholson, Margaret	Appleton
Oberg, Florence	Appleton
Olds, Mrs. Helen	Green Bay
Owen, Maybel	Two Harbors, Minn.
Owens, Gwendolin	Oshkosh
Pankratz, Ella	Manitowoc
Peterson, Verna	Waupaca
Parrett, Elsie	Oakfield
Peck, Josephine	Chicago, Ill.
Pendell, Lora	Randolph
Plummer, Mabel	Durand
Powell, Dayton	Appleton
Pratt, Mrs. Elsie	Appleton
Raprager, V. E.	Medina
Rector, Clayton	Appleton
Ritchie, Margaret	Appleton
Rowell, Ellen	Appleton

LAWRENCE COLLEGE

Ross, Bernice	Eau Claire
Smith, Noble	Appleton
Sindell, Beulah	Beulah
Sherman, Fern	Appleton
Saecker, Enid	Appleton
Schumacker, Ruth	Appleton
Scheer, Elizabeth	Appleton
Schlafer, Margaret	Appleton
Shaw, Drusilla	Escanaba, Mich.
Shaw, Carrie	Escanaba, Mich.
Sharp, Dora	Milwaukee
Sherman, Eva	Neenah
Smith, Janet	Appleton
Smith, Howard	Oshkosh
Smith, Celia	Kaukauna
Smith, Marion	Oakfield
Stone, Mabel	Appleton
Streckenbach, Hazel	Green Bay
Schrieter, Leo	Greenville
Thompson, Ruth	Neenah
Thompson, Marcella	Kaukauna
Utz, Elizabeth	Appleton
Van Dusen, Earl	Westmoreland, Kans.
Voigt, Viola	Appleton
Wanda, Helen	Neenah
Wiley, Jean	Chicago, Ill.
Wadsworth, Bess	Appleton
Wells, Frederic	Pittsboro, Pa.
Whedon, Alice	Appleton
Whitehouse, Herbert	Markesan
Waltman, Anna	Appleton
Wichmann, Lauretta	Appleton
Willson, Harry	Appleton
Wood, Winifred	Appleton
Wood, Avada	Appleton
Wanda, Elsie	High Cliff
Wright, Alice	Winnipeg, Canada
Winnig, Mrs. J. S.	Appleton

STUDENTS

ART

Bergacker, Neina	Appleton
Bienfang, Esther	Jefferson
Burnside, Mildred	Neenah
Claridge, May	Reedsville
Christenson, Sade	Michigamme, Mich.
Colby, Emma	Loyal
Conrad, Marie	Kilbourn
Eastman, Lydia	Plymouth
Edwards, Grace	Appleton
Fairfield, Carol	Appleton
Fowlie, Frances	Sheridan
Goddake, Ruth	Shawano
Ganzen, Richard	Appleton
Hall, Mildred	Waupun
Haugen, Karl	Menominee
Hench, Ruth	Appleton
Hughes, Edna	Randolph
Hulburt, Amy	Barron
Humphrey, Helen	Appleton
Ingold, Jack	Appleton
Jacoby, Julia	Appleton
Jodar, Henrietta	Plymouth
Johnson, Raymond	Manitowoc
Johnson, Ethel	Neenah
Joslin, Lottie	Antigo
Kelley, Ruth	Marshall
Kinney, Chester	Washburn
Lake, Ruby	Oshkosh
Larsen, Mabel	Green Bay
Lofberg, Bertha	Ironwood, Mich.
Marks, Harriet	Lancaster
Miller, Gladys	Blue River
Murphy, Ethel	Appleton
Neubauer, Lydia	De Pere
Owens, Maybelle	Two Harbors, Minn.
Partridge, Norma	La Crosse
Patten, Theda	Appleton

LAWRENCE COLLEGE

Patterson, Isabel	Appleton
Potter, Mary	Janesville
Powell, Edna	Barron
Pratt, Ethel	Plainfield
Preston, Ornie	Antigo
Printup, Lucile	New London
Rogers, Mrs. L. B.	Appleton
Rumpf, Pearl	Appleton
Saunders, Alice	Marshall
Sherman, Floy	Appleton
Sherry, Helen	Appleton
Skubitzke, Emma	Appleton
Spitz, Irene	Appleton
Stevenson, Marjorie	Aurora, Canada
Streckenbach, Hazel	Green Bay
Taylor, Margaret	Lancaster
Thom, Barbara	Menasha
Thomas, Vera	Omro
Touton, Cleva	Edgerton
Warmington, Grace	Appleton
Waste, Florence	Antigo
Wilson, Anna	Appleton
Winsey, Elizabeth	Appleton
Winsey, Reid	Appleton

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Winifred Willard Wilson
Hubert Emil Zilisch

**Summa cum laude*

§Magna cum laude

†Cum laude

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Floyd Williams Bennison

BACHELOR OF ORATORY

Robert J. Fry

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Lilah Benjamin
Sadie Christensen
Marie Conrad

Lyla Lackey
Merritt Marcy
Nettie Steninger

PLATFORM ARTISTS' DIPLOMA

Gracia Jo Darling

Florence Thomas

GENERAL CULTURE DIPLOMA

Hazel Meigs

Ornie Preston

Marie Snyder

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George F. Peabody Prize, Latin	BERTHA MORSE
Gold Medal, Latin	MARIE CORNILLIE
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Helen Fairfield Naylor Scholarship	LAURA KUNKEL
McMullen Scholarship	<div> <div>1. EDWARD AESCHLIMAN</div> <div>2. CHARLES MCGONEGAL</div> </div>
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Lyman Jones Scholarship	VERONA KOCH
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FORM OF BEQUEST

In order to help in the educational and religious work now carried on at Lawrence College at Appleton, Wisconsin, I, the undersigned, a resident of..... in the State of....., being of sound and disposing mind and memory, make, ordain, and publish this my last will and testament, and declare that it shall not be deemed to have been revoked by any future will that I may make, unless it is therein revoked in express terms specifically referring to the gifts herein made to said College and mentioning it by name.

My just debts having been paid, I give, devise, and bequeath to said Lawrence College by its corporate name, which is "The Board of Trustees of Lawrence University of Wisconsin," certain real estate in the Town of, County of, in the State of, commonly known as No..... Street, which was conveyed to me by the deed of duly recorded in said county.

Also, forty acres, more or less, of land in the County of, in the State of, described as the Northeast Quarter of the Northeast Quarter of Section, Township, Range, etc., which was conveyed to me by the deed of duly recorded in said county.

Also, a certain mortgage upon the real estate commonly known as No..... Street, in the City of, and the indebtedness ofdollars secured thereby. If said mortgage shall have been paid or disposed of at the time of my death, my executor shall give the said institution other property of equal value to be selected by my executor.

FORM OF BEQUEST

Also, *the proceeds of the sale* by my executor, as soon after my death as may be, of my stock in the corporation known as "The A. B. C. Co.," which has offices at....., in the State of

Also, three certain bonds of the "X. Y. Z. Company," a corporation having offices at, in the State of, each having a par value of.....dollars.

Also, certain books and publications specifically mentioned in the list which is hereto attached and made part hereof.

Also, the sum of dollars in cash to be paid as soon after my death as may be practicable.

The rest of the property and estate shall be disposed of as provided by law, unless I shall otherwise direct by will.

I appoint A. B. executor of this, my will.

Witness my hand and seal this day of....., A. D. 1913.

..... (SEAL.)

The foregoing writing was signed, sealed, published, and declared by the said testator as and for his last will and testament in the presence of each of us, who, at his request and in his presence and in the presence of each other have subscribed our names as witnesses thereto on the day of the date thereof.

.....
Address

.....
Address

.....
Address

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Lawrence College Bulletin

VOL. XIV

JANUARY, 1914

No. 1

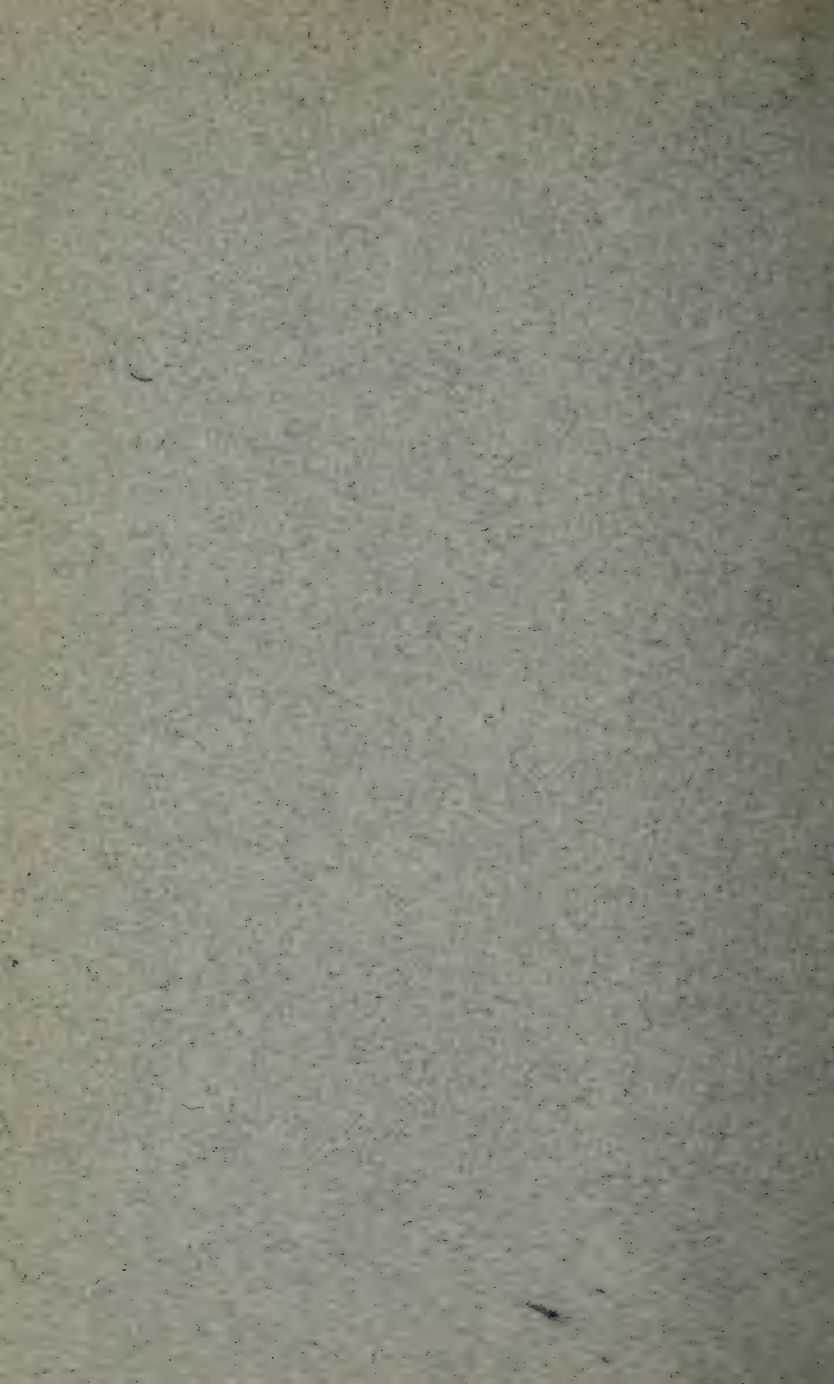
The Catalogue

1913-1914



*The Bulletin is published monthly at Appleton, Wisconsin
by Lawrence College.*

Entered at the post-office at Appleton, Wisconsin, as second-class mail matter, October 6, 1909, under act of July 16, 1894.



SIXTY-FOURTH
ANNUAL CATALOGUE

===== OF =====

Lawrence College

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1913 - 1914

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PUBLISHED JANUARY, 1914

THE POST



APPLETON, WISCONSIN

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While correspondence directed to Lawrence College will reach the proper department, to avoid delay and confusion correspondents are requested to note the following directions:

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2. Correspondence concerning the Conservatory of Music should be addressed to the Dean of the Lawrence Conservatory of Music;
3. Correspondence concerning the School of Expression should be directed to the Dean of the School of Expression:
4. Correspondence concerning rooms at Ormsby Hall should be directed to the Matron of Ormsby Hall;
5. Correspondence concerning rooms at Brokaw Hall should be directed to the Matron of Brokaw Hall;
6. Correspondence upon general matters of business should be addressed to Lawrence College.

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CALENDAR

1914-15

March 25	Wednesday, 8:00 A.M.	Recitations close.
Spring Recess.		
April 1	Wednesday, 8:00 A.M.	Recitations resumed.
May 30	Saturday	Decoration Day.
June 1-8		Final examinations, second semester.
June 5	Friday, 8:00 P.M.	Freshman Oratorical contest.
June 6	Saturday, 8:00 P.M.	President's Prize Con- test.
June 7	Sunday, 9:30 A.M.	Commencement devo- tional service.
	10:30 A.M.	Address before the re- ligious societies.
	8:00 P.M.	Baccalaureate sermon.
June 8	Monday, 8:00 P.M.	Commencement of the Conservatory of Music.
June 9	Tuesday, 2:00 P.M.	Joint meeting of the Board of Trustees and Visitors.
	8:00 P.M.	Commencement exer- cises of the School of Expression.
June 10	Wednesday, 10:30 A.M.	Reunions of the liter- ary societies.
	2:00 P.M.	Class Day exercises.
	4:00 P.M.	President's reception.
	8:00 P.M.	Reunion of the Alumni Association.
June 11	Thursday, 10:30 A.M.	Commencement exer- cises.
	1:00 P.M.	Commencement ban- quet.

Summer Vacation

September 15	Tuesday, 9:00 A.M.	Examinations for admission.
September 15-16	Tuesday and Wednesday	Registration days.
September 16	Wednesday 4:00 P.M.	First semester begins. Chapel.
September 20	Sunday, 3:00 P.M.	First of the monthly college vespers.
September 22	Tuesday	All-College Day.
November 14	Saturday, 9:00 A.M.	Mid-semester examinations.
November 26	Thursday	Thanksgiving Day; a holiday.
December 18	Friday, 4:00 P.M.	Recitations close.

Christmas Recess

January 5	Tuesday, 8:00 A.M.	Recitations resumed.
January 25—	February 1	Final examinations, first semester
February 1	Monday, 5:00 P.M.	First semester closes.
February 2-5	Tuesday and Wednesday	Registration days.
February 3	Wednesday	Second semester begins.
March 24	March 31	Spring recess.
May 7	Friday	Junior Day.
May 30	Sunday	Decoration Day.
June 4-10		Commencement week.

LAWRENCE COLLEGE

Historical Statement

In the year of 1846 the Honorable Amos A. Lawrence, of Boston, Massachusetts, made a proposition to Rev. William Sampson, presiding elder of the Fond du Lac District of the Rock River Conference of the Methodist Episcopal Church, stating that he would give \$10,000 for the establishment of a literary institution in Wisconsin, if a similar sum could be raised within the territory. He further stipulated that no sectarian instruction should be given by the proposed institution, that at least a minority of the trustees must represent different denominations, and that the work must be carried on according to a plan "sufficiently broad to develop the scholar."

Mr. Sampson reported the proposition to the Rock River Conference at its next session, and was authorized to take steps at once to consummate the arrangement. In December a charter was drawn up, and the following February its passage through the legislature was secured. The institution, receiving its name from the principal donor, was called Lawrence Institute of Wisconsin.

A committee was appointed to select a location, and decided to accept an offer made by George W. Lawe and John F. Meade, of sixty-two acres of land on the Fox River in Grand Chute.

The charter provided for the organization of a college with authority to confer all the degrees that were conferred by similar institutions in the United States.

The trustees, however, at first undertook only the establishment of the academic department. Under this organization the institution was opened for instruction on November 12, 1849, with Rev. William H. Sampson as principal.

By this time, it appears, the conviction had grown that a larger work lay before the school, and the charter was amended so that the name was changed from Lawrence Institute to Lawrence University.

The organization of the college department was not completed until 1853, although opportunity to take college studies had already been provided. At this time the present College Hall was erected, which was then one of the largest and best college buildings in the West. Rev. Edward Cooke, A.M., of Boston, Massachusetts, was elected president. In 1853 an active canvass for \$100,000 was undertaken, but was only in part successful. Five years later a school of civil engineering was opened, with state aid, but after being continued until 1863, was abandoned.

Since that time the college has steadily grown in strength, receiving additions to its endowment from time to time and adding, as means were provided, to its equipment.

Ormsby Hall, the gift largely of Mr. D. G. Ormsby and wife, was erected in 1889 and enlarged in 1906; the Observatory, contributed by the citizens of Appleton, in 1892; Stephenson Hall of Science, named after the principal donor, Honorable Isaac Stephenson, in 1899; the athletic field, purchased in 1900; the Alexander Gymnasium, largely the gift of L. M. Alexander, in 1901; the library, presented by Andrew Carnegie, in 1905; the heating plant, in 1903; the Ormsby Annex, pur-

chased in 1902, and the Hall of Music in 1906; Peabody Recital Hall, erected in 1909 by George F. Peabody and Mrs. Emma Peabody Harper; and Brokaw Hall, in 1910.

The principal donors to the college have been: Amos A. Lawrence, of Boston, Massachusetts; Samuel Appleton, Boston, Massachusetts; Philetus Sawyer, Oshkosh, Wisconsin; Charles Paine, Oshkosh, Wisconsin; Robert McMillan, Oshkosh, Wisconsin; John H. Van Dyke, Milwaukee, Wisconsin; L. M. Alexander and wife, Port Edwards, Wisconsin; William Drown, Beaver Dam, Wisconsin; Mrs. James Edwards, Port Edwards, Wisconsin; Samuel Jones, Natick, Massachusetts; Isaac Stephenson, Marinette, Wisconsin; E. M. Beach, Wau-pun, Wisconsin; Andrew Carnegie, New York; Mr. and Mrs. N. K. Brokaw, Appleton, Wisconsin; E. A. Edmonds, Appleton, Wisconsin; Miss Florence Child, Ed-Wisconsin; Mrs. James Edwards, Port Edwards, Wisconsin; Mr. and Mrs. Judson G. Rosebush, Appleton, Wisconsin; Isaac Wing, Bayfield, Wisconsin; Lee Claf-lin, Boston, Massachusetts; Rev. Robert Ingraham, Fond du Lac, Wisconsin; H. E. Miles, Racine, Wisconsin; W. H. Hatten, New London, Wisconsin; George F. Peabody, Appleton, Wisconsin; and the General Education Board, New York.

CHRONOLOGY

1846—Proposition made by Amos A. Lawrence of Boston to establish an institution of higher learning in northern Wisconsin; location of the institution selected.

1847—Charter of Lawrence Institute secured from the legis-lature of the Territory of Wisconsin.

1849—Rev. William H. Sampson made principal of Lawrence Institute.

First building completed and instruction begun.

Corporate name changed from Lawrence Institute to Lawrence University of Wisconsin.

- 1850—Development of the museum begun.
First literary society established.
Gift of \$10,000 for a library, by Samuel Appleton, of Boston.
- 1853—College work begun and freshman class registered.
Rev. Edward Cook, D.D., Boston, Massachusetts, elected first president.
College Hall dedicated and class work transferred to the new building.
Philalathean Literary Society organized.
- 1855—Phoenix Literary Society established.
First building erected destroyed by fire.
- 1857—First class graduated from collegiate department.
The sale of one thousand perpetual scholarships of \$50 each.
- 1859—Rev. Russell D. Mason elected president.
- 1860-62—College relieved of heavy debt and endowment begun by the generosity of Lee Claflin and Amos A. Lawrence of Boston, Governor Stone of Connecticut, Governor Seymour of New York, and other friends of education.
- 1865—Rev. George M. Steele, D.D., elected president.
Lewis Prize established.
- 1866—President's Prize and University Prize established.
Centennial endowment fund of \$50,000 raised.
- 1868—*Collegian*, first college paper published in Wisconsin, established.
- 1870—Lawrean Literary Society founded.
- 1877—Brooks Prize established.
- 1879—Rev. Elias Dewitt Huntley, D.D., elected president.
- 1881—House for the president erected.
Y. M. C. A. established.
- 1883—Rev. Bradford P. Raymond, D.D., of the class of 1870, elected president.
- 1884—Y. W. C. A. established.
- 1885—C. N. Paine bequest of \$50,000 to endow the Chair of the President received.
- 1886—Tichenor Prize established.
- 1889—Rev. Charles W. Gallagher, D.D., elected president.
Ormsby Hall erected.
First student *Handbook* published.
Samuel Jones Scholarship founded.
- 1891—Conchological cabinet of Dr. Brown purchased for the museum.
Bequest of William Drown received.
- 1892—Underwood Observatory erected.
- 1893—Hicks Prize established.
The *Columbian* published.

- 1894—Rev. Samuel Plantz, Ph.D., LL.D., class of 1880, elected president.
Peruvian antiquities contributed by Honorable John Hicks.
- 1895—The *Messenger* published.
- 1896—Endowment effort for \$100,000 successfully completed.
Chairs of chemistry, physics, and English literature endowed.
- 1897—First *Ariel* issued.
Theta Phi Fraternity organized.
- 1898—Stephenson Hall of Science erected.
- 1900—McNaughton and Peabody Latin prizes established.
Athletic field purchased.
Lawrence *Bulletin* established.
- 1901—Alexander Gymnasium erected.
- 1902—Ormsby Annex purchased.
Hiram A. Jones Latin Library established.
Kappa Upsilon Sorority organized.
Beta Sigma Phi Fraternity organized.
- 1903—Heating plant built.
Chair of Biblical Literature endowed.
Alpha Gamma Phi Sorority organized.
Theta Gamma Delta Sorority organized.
Delta Iota Fraternity organized.
- 1904—Alpha Delta Pi Sorority, Theta Chapter, organized.
Endowment Fund of \$50,000 secured.
- 1905—Library erected by gift of Andrew Carnegie.
Alumni Record published.
Lawrence placed on accredited list of the Carnegie Foundation.
- 1906—Conservatory of Music purchased.
Ormsby Hall enlarged.
- 1907—Gift from the General Education Board received, and \$250,000 raised for endowment.
Euphronia Literary Society established.
- 1908—Name changed from Lawrence University to Lawrence College.
Helen Fairfield Naylor Scholarship endowed.
Academy discontinued.
Student self-government introduced.
Lawrence House purchased.
- 1909—Peabody Hall erected.
Student council organized.
Sigma Tau Nu Fraternity organized.
- 1910—Brokaw Hall erected.
Euphronia Literary Society united with the Phoenix.
The Mace, honorary senior society for men, organized.
Alexander Reid Scholarship founded.

-
- 1911—Chair of art history and social esthetics established.
Tau Kappa Alpha installed.
Fred Felix Wettengel prizes established.
- 1912—Endowment Fund of \$100,000 raised.
Chair of economics endowed.
Herman Erb prizes and German Library founded.
Ralph E. White Mathematical Prize given.
Membership in the Association of Collegiate Alumnae granted.
- 1913—\$100,000 added to endowment.
\$18,000 raised to wipe out indebtedness.
A. L. Smith property purchased.
Theta Alpha, honorary senior society for women, organized.
Phi Beta Kappa installed.

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(Ph.B., University of Chicago; LL.B., University of Iowa)
470 South Street.

SARA PARKES TREAT, INSTRUCTOR IN PHYSICAL EDUCATION.
3 Brokaw Place.

AIMEE BAKER, INSTRUCTOR IN DRAWING.
450 Eldorado Street.

ARTHUR H. ARNEKE, A.G.O., INSTRUCTOR IN ORGAN, PIANO, HARMONY, AND HISTORY OF MUSIC.
(A.G.O., Guilmant Organ School)
546 Lawe Street.

CARL J. WATERMAN, INSTRUCTOR IN SINGING AND PUBLIC SCHOOL METHODS.
Brokaw Hall.

RUBY CAMPBELL LEDWARD, INSTRUCTOR IN SINGING.
546 Oak Street.

PERCY FULLINWIDER, INSTRUCTOR IN VIOLIN.
761 Lawrence Street.

ELIZABETH CATLIN, INSTRUCTOR IN WATER COLOR AND FIGURE DRAWING.
470 South Street.

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANO-FORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.
761 Lawrence Street.

ADAM C. REMLEY, S.B., INSTRUCTOR IN MATHEMATICS AND ENGINEERING.
(S.B., University of Missouri)
632 Union Street.

OTIS MELVIN WEIGLE, S.M., INSTRUCTOR IN CHEMISTRY.
(A.B., Iowa State Teachers' College; S.M., University of Iowa)
506 Alton Street.

CLARA HUDSON FAIRFIELD, INSTRUCTOR IN POTTERY AND
DECORATIVE DESIGN.
502 South Street.

GEORGINA HACKWORTHY, A.B., INSTRUCTOR IN LATIN
(A.B., Lawrence College)
490 South River Street.

ARTHUR P. THOMAS, INSTRUCTOR IN PIANOFORTE.
406 Pacific Street.

JENNIE FUERSTENAU, A.B., INSTRUCTOR IN GERMAN.
(A.B., University of Michigan)
689 Lawrence Street.

ELLIS HOWARD CHAMPLIN, INSTRUCTOR IN PHYSICAL EDU-
CATION.
574 Franklin Street.

J. G. MOHR, INSTRUCTOR IN PIANO TUNING.
868 Appleton Street.

XENA CADE, ASSISTANT IN RHETORIC.
Ormsby Hall.

WILLIAM ROBERT BRUCE, LABORATORY ASSISTANT IN
CHEMISTRY.
614 South River Street.

FRANK BERTIN YOUNGER, LABORATORY ASSISTANT IN BIOL-
OGY.
763 Tonka Street.

RUTH INGRAHAM, CONSERVATORY ACCOMPANIST.
517 John Street.

COMMITTEES OF THE FACULTY

ATHLETIC BOARD OF CONTROL—Professor Spencer

ATHLETICS—Professors Spencer, Atkinson, Custer

CATALOGUE—President Plantz, Professors Spencer, Fairfield, Trever.

CHAPEL ATTENDANCE—Professor Lymer

CHRISTIAN WORK—Professors Naylor, Vaughan, Carter

COMMENCEMENT—Professors Treat, Bagg, Garns

DISCIPLINE—President Plantz, Professors Treat, Naylor, Fairfield, Carter

ENTERTAINMENTS—Professors Bagg, Evans, Eddy, Atkinson

ENTRANCE CREDITS—Professors Youtz, Farley, Rogers

LIBRARY—President Plantz, Professors Atkinson, Crafer, Miss Smith

ORATORY AND DEBATE—Professors Garns, Atkinson, Orr

SCHEDULE AND SEATING—Mr. Mead, Mr. Remley

SCHOOL VISITATION—President Plantz, Professors Vaughan, Naylor, Rogers

SOCIETIES AND FRATERNITIES—Professors Farley, Trever, Fairfield, Garns, Custer

STUDENT ADVISERS—President Plantz, Professors Atkinson, Bagg, Custer, Fairfield, Farley, Lymer, Mullenix, Naylor, Rogers, Spencer, Treat, Trever, Wright, Youtz

STUDENT EMPLOYMENT—Professors Vaughan, Farley, Lymer

TEACHERS' APPOINTMENTS—Professors Treat, Rogers

GENERAL INFORMATION

Location and Equipment

LOCATION

Lawrence College is situated at Appleton, Outagamie County, Wisconsin, on a bluff overlooking the Fox River. There is railway connection with all parts of the state. The Chicago and North-Western, both Fond du Lac and Ashland divisions, and the Chicago, Milwaukee and St. Paul railroads pass through the city, making close connection with the Wisconsin Central, the Green Bay and Western, and the St. Paul and Omaha lines. The new Green Bay and Northern railroad now in process of construction, will probably reach Appleton in the near future. There are electric railroad connections with Green Bay, Fond du Lac, and intermediate points, and it is expected that the Fond du Lac line will be extended soon to Milwaukee.

The city of Appleton, with a population of over 17,000, is widely known for its natural beauty and prosperity. It is situated on high ground, cut by deep ravines, which gives not only picturesqueness but also healthfulness to the location. It is a city of schools, churches, and other institutions belonging to a well organized community. Few cities of its size afford equal musical and literary advantages, and few can boast so intelligent a people.

Appleton is an ideal college location; for it has the advantages of city life without the distractions and temptations of a great metropolis. Its semi-rural sur-

roundings and the thoughtful, stimulating atmosphere of the community secure the seclusion and quiet so valuable to student life, while at the same time the city is large enough to be visited by the best talent in the country.

CAMPUS

The campus is ideally located, being situated on the north bank of the Fox, where the business and residence sections join. It is within two blocks of the beautiful city park, within three blocks of the public library, and within three blocks of the principal protestant churches. The campus is covered with great elms and oaks and is well set with shrubbery; it is threaded with cement walks, and is regarded as exceptionally attractive. The trustees have recently extended it to the east and west by the purchase of adjacent properties. The buildings are for the most part located on the brow of a bluff that rises nearly a hundred feet above the river.

ATHLETIC FIELD

The college owns an athletic field of about four acres, located some blocks to the northeast of the campus, but within easy walking distance. It is on the interurban electric line between Appleton and Kaukauna, and within a block of the city line. It is an excellent field for outdoor sports, and has been provided with a grandstand, bleachers, and a cinder running track.

BUILDINGS

The College Hall.—This building is a substantial stone edifice four stories in height. It is in the classic style of architecture, and is admirable in its harmonious

proportions and imposing appearance. It is practically covered with a magnificent ivy of many years growth. It was erected in 1853, and was for some years the largest and best college building in the West. It contains lecture rooms for work in language, history, literature, politics, and philosophy, a commodious chapel, and the halls of the men's literary societies. The School of Expression is, for the present, located in this building.

Stephenson Hall of Science.—This building is named for the Honorable Isaac Stephenson, of Marinette, who gave the largest subscription towards its erection. It was built in 1899 and is in the English-classical style of architecture. It is constructed of gray pressed brick and Bedford sandstone, and, including the basement, all of which is used for laboratory purposes, is four stories in height. It contains over sixty rooms, including offices for the professors, lecture rooms, large and small laboratories, a photographic room, several dark rooms, spectroscope and constant temperature rooms, a shop for the repair of apparatus, a conservatory for growing botanical specimens, store rooms, and an extensive museum. It is fitted with all the devices and conveniences that experience has found to be desirable and is admirably adapted to the uses for which it was designed. Men of eminence in science who have visited it, have pronounced it an exceedingly satisfactory science building for an institution of college rank.

Carnegie Library.—The erection of a library was made possible in 1905 by a gift of \$54,000 from Mr. Andrew Carnegie. The building, completed in the following year, is seventy by a hundred feet, of gray pressed brick and Bedford sandstone, two stories in

height, and much admired as an excellent specimen of modern classic architecture. The basement contains an unpacking room, a repair room, a magazine room, and two lecture rooms. On the first floor are a large reading-room, a periodical room, a reference room, a cataloguing room, the librarian's office, and a stack room. The second floor contains five seminar rooms and a lecture room that will seat two hundred people. The stack room and wall space of the reading and reference rooms will accommodate about 100,000 volumes. The library is provided with vaults, dust flues, speaking tubes, book elevators to seminar rooms, and all the devices of the best modern library construction. The stack room is fire-proof. The interior of the library is finished in quartered oak, and the furniture has been designed to correspond in quality and style with the interior.

Alexander Gymnasium.—This building, erected in 1901, is named after Mr. L. M. Alexander, the principal donor. It is one hundred by seventy-five feet, and contains a large gymnasium room one hundred by fifty feet, surrounded by a gallery that serves as a running track. Besides this room, there are two offices, an apparatus room, a trophy room, a small assembly room, locker rooms, measuring rooms, bath rooms for both men and women, a swimming pool, and a bowling alley. The building is modern in its appointments and well adapted to the purpose for which it was erected.

The Observatory.—The Observatory was erected in 1892, and was largely the gift of the citizens of Appleton. It is an excellent two-story building, devoted to the use of the astronomical and mathematical depart-

ments. It contains a large lecture room and transit, computation, and library rooms. It is equipped with a transit-circle, a ten-inch telescope, a spectroscope, a chronograph, sidereal and mean time Howard clocks, and other valuable instruments. Throughout the school year, with the exception of the winter months, the Observatory is open to visitors every Wednesday evening from eight to ten o'clock. Special arrangements may be made by high schools or out-of-town parties.

Ormsby Hall.—Ormsby Hall, the gift in large part of the late D. G. Ormsby, of Milwaukee, is a beautiful stone and brick building used as a dormitory for women. It was originally erected in 1889, but was rebuilt and enlarged in 1906. It is heated by steam, lighted by electricity, and is provided with all modern improvements and conveniences. It contains dormitory rooms sufficient to accommodate 130 women, large and beautiful parlors, rooms for the matron, the dean of women, and the resident teachers, hospital rooms, a very commodious diningroom that will seat 175 persons, and other rooms usually found in such a structure.

Ormsby Annex.—This building adjoins Ormsby Hall and provides additional dormitory accommodations. It is heated by steam, lighted by electricity, and has all modern conveniences.

Brokaw Hall.—Brokaw Hall, located on the west side of the campus and named after the late Norman H. Brokaw, a former trustee of Lawrence, is an imposing stone building erected in 1910 and designed to serve as the headquarters of the Y. M. C. A. and as a dormitory for men. It is one hundred forty-five feet long by sixty broad, with four stories and a basement. The building

has a large lobby thirty-six by sixty feet, an assembly hall capable of seating three hundred, a secretary's room, a reception room, a cafeteria and a dining-room, rooms for the resident professor and for the matron, hospital rooms, and dormitory rooms for 126 men.

Peabody Hall.—Peabody Hall, the gift of the late George F. Peabody, of Appleton, is a beautiful stone building that was erected in 1909. It is the administration building of the Conservatory of Music and contains the offices, reception rooms, and studios of the different professors, a lecture room, and a recital hall that will seat four hundred people. The building is well arranged, and is well equipped with musical instruments.

Music Practice Building.—In 1906 the trustees purchased for the Conservatory a commodious building which has been used as a practice building since the erection of Peabody Hall. It contains a large number of rooms and is well equipped. This building, with Peabody Hall described above, provides superior accommodations for the department of music.

Cottage Dormitories.—These are several commodious cottage dormitories for women students in the department of music and expression.

President's House.—An excellent residence has been erected on the college grounds for the use of the president.

Heating Plant.—The college owns a central heating plant, by means of which the different buildings are heated.

LIBRARIES

The College Library.—The library is housed in the building erected in 1906 by the generosity of Mr. Andrew Carnegie, and provides superior accommodations for library work. It was endowed in 1850 by Samuel Appleton, of Boston, Massachusetts, who gave \$10,000 for its support. By judicious investment this gift has been increased to about \$20,000. The income from this fund, the money received from a student library fee, the profits from the college book-store, together with special appropriations made by the trustees, maintain the library. Appropriations are also made occasionally from the general funds. The library is arranged according to the Dewey decimal classification; it contains over 32,000 books and 9,000 pamphlets, and has an excellent subject and author card catalogue. It is open throughout the day, including Saturday. The librarian and her assistants are always ready to render any possible assistance to inquirers. The use of the library is extended to persons in the city of Appleton who comply with certain necessary conditions. Free access to the shelves of the reference room is permitted.

The reading room is large and attractive, and is supplied with the best foreign and American periodicals.

The College especially solicits gifts of books, pamphlets, and scientific papers from the graduates of the institution and from its friends.

The Jones Memorial Latin Library.—This library was established in memory of the late Professor Hiram A. Jones, who for forty-four years held the chair of Latin. It adjoins the Latin lecture room, and by the generosity

of friends and former students, has been beautifully fitted up. It contains about 1,200 volumes of reference works, and is open to advanced students of the Latin department.

Departmental Libraries are provided for most of the departments, especially those of German, mathematics, chemistry, physics, biology, and geology.

The Free Public Library of the city of Appleton, within three blocks of the college, is open to the use of students. It contains over 12,000 volumes.

MUSEUM

The Museum is located on the fourth story of the Stephenson Hall of Science, where it has commodious accommodations. The collections, arranged with special reference to educational use, are accessible to students. The natural history collection covers a wide range and is exceptionally complete, especially in the collections of corals, sponges, echinoderms, shells, birds, algae, fungi, lichens, mosses, and ferns, both native and foreign.

The herbarium comprises several thousand specimens representing the flora of the state, of various parts of the United States, and of foreign countries. A valuable addition has been made to the herbarium by the gift of Mr. A. D. Ackerman of Appleton.

The mineralogical collection is especially good and extended, and has many rare specimens secured by gift and purchase.

The paleontological collection is large and contains specimens representing the various geological horizons,

some of which are very rare and valuable. Those of the coal measures are especially fine and complete.

Some years ago the college purchased the conchological collection of the late Dr. Henry Brown, which is one of the most extensive collections of the kind owned by any college in the United States. The anthropological collection contains a variety of relics and specimens obtained from the various countries. The collection illustrative of the civilization of the Incas is especially complete. It has been enriched from time to time by gifts of friends and alumni living in various parts of the world, especially those in mission fields. There is a special alcove set apart for the relics of American history, which contains a number of valuable specimens.

The Museum has the nucleus of a collection of American curios, which it is desired may be increased by other donations.

NATURAL SCIENCE LABORATORIES AND EQUIPMENT

The Chemical Laboratories.—The chemical department occupies the basement and first floors of the west half of the Stephenson Hall of Science.

On the basement floor is a laboratory for general inorganic chemistry, fitted with desks and lockers for sixty-four students, each desk equipped with gas, water, and all needed apparatus for the first-year course. Adjoining this laboratory and opening into it is a balance room, fitted with agate-bearing balances for use in general chemistry. The general supply room for the department opens into this laboratory. On this same floor are located an organic laboratory with desks for sixteen

students, a room for organic combustion with combustion and bomb furnaces, a room for the fire assay of ores and electrolytic analysis, equipped with a gasoline assay furnace and electrolytic apparatus. Separated from the laboratories is a room for water, food, and gas analysis, with adequate equipment for necessary work in these lines.

On the first floor are located the lecture room, especially well lighted and fitted with raised seats; a laboratory for analytical chemistry, accommodating forty-eight students, with an adjoining reference library room; a balance room containing, among other balances, several high grade chemical balances of the Staudinger and Becker types, a barometer, and a case filled with material for the purpose of illustration in the lectures; a private laboratory for the instructor; a spectroscopic and polarimeter dark room containing a Kruss spectroscope, a Frick polarimeter and saccharimeter, and other apparatus necessary for these lines of work. The laboratories are provided with large hoods covering each section of desks, all connected with a sixty-inch, steel-plate, electrically-propelled fan for complete removal of fumes during work hours. The general equipment is adequate for special lecture demonstrations, and the supply room is furnished with refined chemicals and apparatus for analytical, organic, or research work.

The Physical Laboratories.—The rooms available for the work in physics are situated on the first and second floors of the Stephenson Hall of Science. On the first floor are a large laboratory, a smaller laboratory, a constant temperature room, a dynamo and motor room

which is also used as a laboratory, a large dark room, a storage-battery room, a magnetic laboratory, and a good shop.

On the second floor is situated a well furnished recitation room, equipped with gas, electric light, water and steam supply, Colt projection lantern, curtains for darkening the room, etc. On this floor, too, are the office, photographic dark room, the photometry room, balance room, departmental library room, one large and two small laboratories, and the apparatus room.

The department is well supplied with high grade apparatus from the shops of leading manufacturers, both domestic and foreign.

The library is modern, and from time to time additions are being made of those books that are most valuable for the students' work.

The Biological Laboratories.—The rooms of this department, which occupy the second floor of the science building, include a large, well-equipped lecture room, the office of the professor, a dark room, storeroom, preparation room, culture room, histological laboratory, two large laboratories, and a departmental library. The tables and other furniture are of the most modern type. Each of the large laboratories contains a large aquarium. The department is equipped with a complete line of microscopic slides, with lantern slides, a projection and a microscopic stereopticon, opaque projection lanterns, charts, models, compound and simple microscopes of the best American and European makes, and a full line of apparatus for histological, physiological, and bacteriological work and demonstrations. Each student has his own desk and locker, simple and compound

microscopes, and other instruments and apparatus needed for individual work. Each of the laboratories is equipped with a complete line of reagents.

In addition to the laboratories, there is a room with special heating and lighting, for experimental plant physiology for the growth of material for class work.

The museum contains a complete line of material illustrative of both invertebrate and vertebrate forms. The herbarium is large and comprehensive, both as to the range of territory covered and the number of species represented.

The Mineralogical Laboratory.—The Department of Geology and Mineralogy is located on the second floor of the Stephenson Hall of Science. It includes an office for the professor, a lecture room, a storeroom, and a large and a small laboratory. The lecture room is equipped with a stereopticon and with maps and other illustrative apparatus. The laboratories are especially designed for the chemical and physical study of minerals, of which the department has an extensive equipment, including an excellent government collection. A state check list consisting of several thousand fossils representative of the paleontology of Wisconsin, is at the disposal of the department, and an exceptionally large conchological collection is also available for study. The reference library receives the latest publications of the Wisconsin and National Geological Surveys.

MATHEMATICAL AND ENGINEERING EQUIPMENT

The Observatory is used for instruction as well as for observation, and is well equipped for the purpose.

The department is provided with models, transits, levels, a theodolite, plane table, surveyor's compass, sextant, current meter, aneroid and mercurial barometer, polar planimeter, rods, pickets, tapes, chains, drawing instruments, etc., and a good mathematical library.

For the purpose of studying astronomy, few institutions of college rank have so complete an outfit open to students. The Observatory is fitted with a ten-inch equatorial and a four-inch meridan transit by Clark, both lighted by electricity; three Howard clocks, a mean time, a sidereal, and an electrical; a sidereal chronometer, chronograph, polarizing heliscope, position micrometer, spectroscopes, and a standard barometer, together with many smaller instruments.

ADMINISTRATION AND ORGANIZATION

PURPOSE

Lawrence enjoys the reputation of being a high grade college. The end sought in its work is not specialization and the training of the investigator, but general culture. The effort is made to impart information, to give thorough discipline, and to develop correct habits of observation and reflection. The college is not intended to prepare men for any of the special occupations and professions, but, by affording a good general education and careful preliminary training, to make them ready to enter upon professional courses.

IDEALS

The ideal sought by the founders of the institution is the development of manly and womanly character based on a true estimate of moral values and a proper appreciation of religious motives. No attempt is made to influence denominational preferences or to impart sectarian tenets. The charter especially provides that no religious tenets shall ever be exacted of trustees, teachers, or students. But while free from sectarian bias, the institution exalts those great religious ideals and conceptions that have proved the most potent factors in the development of the highest type of Christian manhood and womanhood. The college does not consider that its work is simply to train the intellectual faculties, but believes that it should also develop the

moral character and cultivate the spiritual life. It seeks to prepare men, not simply for business success, but for complete living,—for all the responsibilities that life in society may bring.

GOVERNMENT

The discipline of the institution is administered with firmness and impartiality. It aims to develop self-control, manliness and womanliness, and a generous public spirit,—to induce such a high moral sentiment as will be in itself a powerful governing force in the school community.

Every student admitted to college is expected to obey its rules and regulations, to conduct himself with propriety, to be diligent in study, respectful to the faculty, courteous to his fellow students, and law-abiding in the community. Students found guilty of disorderly conduct or low vices of any kind, will be subject to such discipline as the faculty may deem the case merits. Hazing in all forms is strictly forbidden on penalty of expulsion. In minor offenses admonition on the part of the authorities is often sufficient, but suspension and expulsion are resorted to when this is found ineffective.

Students whose conduct proves them to be at variance with the methods and the spirit of the college, or who do not maintain a satisfactory standing in their classes, may, for the obvious good of the school, be dropped, even though no specific offense meriting expulsion or suspension be charged against them.

While impertinent informers will not be encouraged, it is expected that when young persons are exposing themselves to permanent harm, high-minded students

will be governed in the disclosure of facts rather by the dictates of conscience and common sense than by any false sense of honor. In case of injury to persons or property, or of gross immorality, the same principle will be observed respecting the requirement of testimony as prevails elsewhere in civil society.

At Ormsby Hall, at Brokaw Hall, and at all other dormitories, a system of self-government based on the honor of the student, prevails. Authority is vested in a central committee of nine, assisted by a number of proctors in each building. This council receives complaints and pronounces judgment such as in its opinion the case merits. Certain matters are reserved to the deans for determination.

STUDENT SENATE

The Student Senate, composed of representatives of the four college classes, has charge of certain matters of discipline, such as the enforcement of the honor system and such other matters as are presented to it by the faculty. It has also under its supervision the management of All-College Day, one of the most important events in the entire year. This is a day set apart early in the year, on which the sophomore and freshmen classes settle their traditional rivalries in friendly athletic contests. The Student Senate serves as an agency by which the student sentiment may be expressed to the management of the college, and through which the plans and desires of the authorities may be conveyed to the students.

STUDENT ADVISERS

Every student is under the supervision of some professor appointed by the president to act as his adviser.

The advisers watch the work of the students under their charge, receive reports from their teachers, and make a statement of these to the president at the end of each semester and to the student's parents or guardians when desired. The adviser is always available for conference in all that relates to the school work of the student, or in other matters on which he may wish help or advice. Teachers report to him concerning deficiency or failure on the part of the individual student, not only at the end of the semester, but whenever a student needs stimulation in his work. The advisers for the year, 1914-15, are as follows: President Plantz, Professors Naylor, Wright, Lymer, Atkinson, Bagg, Trever, Rogers, Youtz, Fairfield, Treat, Mullenix, Spencer, Farley, Custer.

LEAVE OF ABSENCE

A student who desires to be absent from the city during term time should apply to the president for permission, and unless the circumstances of the case render it impracticable, such permission must be obtained before the student's departure. Absences from class thus occasioned will be excused only when a leave of absence has been properly obtained.

MORAL AND RELIGIOUS LIFE

Lawrence is a Christian, not a sectarian, college. The trustees and the teachers represent different denominations. Students are affiliated with all churches, including Jewish and Roman Catholic. The religious life of the institution is on the broad basis of Christian fellowship without reference to denomination or creed. Membership in the student Christian organizations is

conditioned only by Christian character. Officers in these associations are chosen solely for the qualities of Christian leadership that they possess.

Lawrence is a Christian community. About eighty per cent of the students are professing Christians. The intellectual, social, and athletic activities are dominated by the Christian spirit. The religious life is the most vital factor of the institution. There are few if any colleges where the religious tone is higher.

1. New students are welcomed at incoming trains by reception committees of the Young Men's and Young Women's Christian Associations, and in every way that kindly courtesy can suggest the opening days are made pleasant for the new comers.

2. There is a daily chapel service throughout the year. Since it is a matter of common experience that there is need of more or less stimulus for regularity at religious services when under the constant stress of class preparation, chapel attendance is required of all students. Ten absences are permitted each semester.

3. Students are required to attend at least one preaching service each Sunday. Every student indicates at the beginning of the year the church preferred, and is expected to attend that church regularly.

4. Prayer meetings are conducted by the president on Wednesday evening of each week.

5. College vespers are held in the chapel one Sunday afternoon of each month. The service is distinctly collegiate in character and spirit, the aim being to combine dignity, simplicity, and spirituality.

6. The Christian student associations conduct devotional services for men and women simultaneously at 6:30 o'clock Sunday evenings. These meetings are

wholesomely attractive. In them the right living and high thinking of the college community crystallize.

7. Special religious services under the auspices of the college or the Christian associations are frequently held.

8. Some of the best religious work of the institution has been accomplished through prayer circles maintained for a part of each year among congenial groups of students.

9. A number of devotional Bible classes are conducted throughout the year by the Christian associations.

10. A missionary reading course and missionary meetings of the Christian associations offer inspiring views of world-wide Christianity.

11. All teaching at Lawrence is from the Christian point of view,—a most important consideration, since the character of the instructor is a great factor in education.

12. Lawrence offers an exceptionally large number of optional courses in the Bible and religion. These courses are presented, not from the standpoint of a theological school, but as essential factors in the liberal culture of twentieth-century men and women.

SOCIAL LIFE

Special care is taken to make the social life of the college helpful and interesting. Indeed, it is recognized that this is a valuable part of a student's training. Many persons count their college acquaintances and enjoyments as among the most valuable features of college life. The social events, largely in the hands of the students, are held under the auspices of the

college classes and the various organizations of the college. The Y. M. C. A. and the Y. W. C. A. give occasional receptions, as do the literary societies. The fraternities and sororities are social organizations highly regarded by the students. The Lawrence Union is an organization which seeks to afford social opportunities to non-fraternity men. A wholesome social atmosphere pervades the institution, and college life at Lawrence is enjoyable, as well as intellectually advantageous.

ATHLETICS AND PHYSICAL EDUCATION

Especial attention is paid to the health of the students. All freshmen and sophomores are required to take work in physical education under competent instructors for men and women. Soon after the students enter, they are subjected to a careful physical examination, and exercises in the gymnasium are prescribed especially appropriate for their needs. The taking of physical exercise on the part of all students is encouraged, the gymnasium being open from 9:00 a. m., with the director or his assistant in attendance to render service or advice. Various games are organized, and students are divided into teams to contend in them. Outdoor sports are encouraged. Teams for football, baseball, tennis, track, and other field athletics are regularly organized. While the emphasis is placed, not so much on the production of expert teams as on the cultivation among the students of a love of outdoor life and sport, the students have been exceptionally successful in their athletic contests with other colleges. Indoor athletics are also developed by class instruction, by work in swimming, fencing, wrestling, and

by such games as basket-ball, etc. The athletic activities of the college are under the management of an athletic board with faculty representatives, and this is subject to the faculty committee on athletics. A gymnasium fee is required of each student, which gives him the use of a private locker, a physical examination, and all the privileges of the gymnasium.

LIVING EXPENSES

Living Expenses for Men.—A dormitory, Brokaw Hall, has recently been erected by the trustees at a large expense, and is one of the most beautiful and complete buildings of the kind in the Middle West. It provides rooms for 126 men, and has boarding accommodations for a much larger number. The hall is in charge of a competent matron, who looks after its management and the welfare of the residents. Applications for admission should be made early to the office, and should be accompanied by a deposit of \$5, without which no room will be reserved. In case a deposit is made and the student notifies the matron before August 15 that he wishes his room engagement cancelled, the deposit will be returned, but in no case thereafter. Students who leave the Hall before the end of the semester, will be required to pay for the room until the end of the semester, unless they leave by reason of sickness and under a physician's orders, or are excused by the president.

The building is heated by steam and lighted by electricity. The rooms are furnished with davenport beds, mattresses, pillows, tables, chairs, bureaus, and rugs. The towels, sheets, pillow cases, blankets, and napkins are provided by the student, as are also room

decorations. Students are not permitted to drive nails, tacks, or brads into the walls or woodwork, and will be fined fifty cents for each violation, the fine being deducted from the deposit money. Push buttons, however, which may be obtained at the college book-store, may be used on the plastered walls, but not on the woodwork. Students will be charged with all breakage due to their own carelessness.

All freshmen, unless excused by the president for adequate reasons, are required to room and board at Brokaw Hall. The price of rooms, including board, is from \$150 to \$180 per year, according to the location and size of the room. The most costly rooms are suites of sitting-room and sleeping room. Seventy-five cents per week extra will be charged students who room alone. Room rent includes heat, light, and the washing of towels, napkins, and bed linen not to exceed six pieces each week. Students must pay the regular rate for all laundry in excess of this amount. Dinners are served in the dining-room, but breakfast and suppers are given in the cafeteria.

Payment for rooms and board is made at the beginning and middle of each semester; after ten days an extra charge of \$1.00 per week will be made as long as the bill remains unpaid, unless for exceptional reasons special arrangements have been made to postpone payment.

An average estimate of the living expenses of men who live in Brokaw Hall is \$160 a year for room and board. This estimate does not include tuition, incidental fees, books, or personal expenses. A student can room in Brokaw Hall and pay his entrance fees, books, room, and board for \$210 to \$220 a year.

Some students secure rooms in the city and board themselves, thus reducing their living expenses to \$125 to \$150 a year. There are accommodations for about seventy men in the fraternity houses.

Living Expenses for Women.—The women students live and board in Ormsby Hall, in the Ormsby Annex, or in other dormitories. Ormsby and the Annex are in charge of a competent matron and a dean, who carefully consider the needs of the residents. Applications for admission should be made early and should be accompanied by a deposit of \$5, without which no room will be reserved. If a room is engaged and the matron is notified to cancel it before August 15, the deposit fee will be returned, but in no case if the notification is received after this date. Students who are permitted to leave the Hall before the close of the semester, will be required to pay the room rent till the end of the semester, unless they leave by reason of sickness and under a physician's orders.

The dormitories furnish accommodations for about 200 women. The buildings are heated by steam, lighted by electricity, and have all modern improvements. Rooms are furnished with bedsteads, springs, wool mattresses, tables, chairs, bureaus, wash-stands, mirrors, bowls, and pitchers. Other articles students will provide for themselves. The floors are oiled, or painted, and may be so used, unless the student prefers a rug or carpet. Rooms in Ormsby Hall, including board, are \$155, \$165, \$175, and \$180 per year, according to location and size of the room. Seventy-five cents extra per week is charged students who room alone. Room rent includes heat, light, and the washing of

towels and bed linen not to exceed six pieces. Students must pay regular rates for all laundry in excess of this amount. All linen should be plainly marked.

A resident nurse is employed at Ormsby Hall, and her services are free to all inmates both of the Hall and the Annex.

Payment for room and board is to be made as follows: one fourth at the beginning of each semester, and one fourth the Monday following the Thanksgiving and the Easter vacations. One dollar a week will be charged as a fine for each week board remains unpaid after the dates mentioned, unless special arrangements have been made.

Reductions are not made for absences of less than one week in extent. Women away from Appleton are required to board in the dormitories, unless for adequate reasons and at the request of their parents or guardians they are excused to board elsewhere. Occupants of rooms will be required to pay promptly for all damages.

Cottage dormitories are provided for students in the Conservatory of Music and the School of Expression. They are described under those departments.

An average estimate of living expenses for women who board and room in Ormsby Hall, with heating, lighting, and washing included, is \$160 per year. Students who board themselves, reduce their expenses for board to \$125 to \$150 per year. These estimates do not include tuition, incidentals, or personal expenses.

A student can room in Ormsby Hall and pay for room, board, all college fees and books, but not personal expenses, on from \$210 to \$225 per year.

SELF-HELP

The college seeks in every way to assist students of limited means to secure an education, and is able to give employment to a few in taking care of the buildings and grounds. The number who can be thus assisted is, however, very much limited. There is opportunity for many more to find work in the city; and many of the men students can earn their expenses wholly or in part in this way. They are employed in various occupations and trades, such as bookkeepers, stenographers, clerks and watchmen in stores, janitors of churches, offices, and public buildings, helpers about private dwellings, chore boys, waiters at clubs and hotels, delivery men, collectors, agents, teachers, typewriters, etc. It is seldom that an energetic and faithful young man fails to find work. The faculty has a committee from its number which seeks to find employment for students, and the Y. M. C. A. also endeavors to perform the same service through its employment bureau. Remunerative work, however, can seldom be arranged for in advance of the student's arrival, as few men wish to employ students without seeing them personally. As the student becomes better known, his chances for self-help are increased, and, if he be a good worker and faithful, his living expenses are assured. Few students, however, should endeavor to carry full work in school and pay their own way; it is an interference with the best intellectual work and is, besides, an undue physical strain.

LOAN FUNDS

There is a small fund, the gift of several benefactors, which can be loaned to such young men as the president may deem most worthy.

Mr. D. G. Ormsby left a fund which his widow substantially increased after his death, from which \$50 a year is loaned to any young woman in the College of Liberal Arts who needs assistance. The loans are made on non-interest-bearing notes, with indorser, and are to be paid at such time as is agreed upon.

The Educational Society of the Methodist Episcopal Church makes an annual appropriation to Lawrence of from \$2,000 to \$2,500, which the college can loan to needy students who are members of that denomination. Loans are made in varying sums, according to the needs of the individual and the number of applicants. Students can usually secure from \$50 to \$100 a year. The loans are without interest and do not become due until two years after the student leaves college. Additional funds to assist needy students are much desired. The attention of the benevolent is called to this opportunity to help aspiring and worthy young men and women.

SCHOLARSHIPS

1. **Perpetual Scholarships.**—No tuition will be charged any student owning a perpetual scholarship, or any student presenting a written order from the owner of such a scholarship authorizing its use by said student. In the use of a scholarship, however, it is always to be understood that the scholarship is to be presented; and, further, if the scholarship has passed from the hands of the original owner, said scholarship must show the transfer properly endorsed. The use of a scholarship cannot be sold by the owner, and can only be assigned to the student as a free gift. This does not refer to scholarships offered by the

college as prizes, but to scholarships that were formerly sold by the trustees to increase endowment.

2. **Lyman A. Jones Scholarship.**—The income from \$1,000.

3. **Samuel A. Jones Scholarship.**—The income from \$2,000.

4. **Tuition Scholarships.**—Limited in number, but providing free tuition, at the discretion of the president.

5. **McMullen Scholarship.**—This scholarship was founded by John C. McMullen, of Oakland, California, a member of the class of 1880. It is bestowed "at the discretion of the president upon any worthy student having promise of future usefulness and studying in the department of mathematics, science, or philosophy." The income of the endowment of this scholarship amounts to about \$70 a year.

6. **Helen Fairfield Naylor Scholarship.**—This scholarship was founded by the late Mrs. W. S. Naylor's last earnings before she was married. In view of its source, the scholarship will be annually awarded to students, preferably juniors, who have exceptional records for character and scholarship and who are at least partially dependent upon their own resources in securing an education. It is hoped that all recipients will become Mrs. Naylor's co-helpers of future worthy students by returning to the fund within a few years after leaving Lawrence the amount that they have received. The original endowment of \$1,000 may thus be increased from year to year and the number of students helped be multiplied. The awarding of this scholar-

ship will be made by the president of the college and the professor of biblical literature.

7. **The University of Wisconsin** has granted the faculty of Lawrence College the right to nominate every year one scholar for graduate work. The income of this scholarship is \$225.

8. **Rhodes Scholarship.**—This scholarship is granted the colleges of Wisconsin, and is obtained by competitive examinations. Any male student not less than nineteen nor more than twenty-four years of age, may take the examinations. The papers are examined at Oxford, and from the successful candidates one is chosen by a Wisconsin state committee. This scholarship is worth \$1,500 a year and is for three years.

9. **Freshman Scholarships.**—Two scholarships of \$100 each will be awarded to freshmen on the basis of competitive examinations, held a few days after the opening of the fall semester, in the high-school subjects of English, Latin, and mathematics. These scholarships are called the Norman Brokaw scholarship and the Lawrence scholarship. All students regularly matriculated in the college as freshmen, without entrance conditions, and enrolled as members of the classes in the above subjects, will be eligible to participate in the competition. The successful candidates are to continue to be acceptable in character and demeanor and to maintain their high class standing throughout the year, under penalty of forfeiting their scholarships.

PRIZES

Annual prizes have been established in this institution as follows:

1. **Lewis Prize.**—This prize, founded in 1865 by Governor J. T. Lewis, is bestowed upon the student making the best record in scholarship and deportment during the year. This is open to students in the College of Liberal Arts.

2. **President's Prize.**—This prize, for excellence in declamation, is open to juniors and sophomores.

3. **College Prize.**—This prize, for excellence in oratory, is open to members of the junior class. All orations must be handed in by the first week in January.

4. **Tichenor Prize.**—This prize, founded by Charles I. Tichenor, A.M., of Kansas City, Missouri, is the interest on \$1,000 invested for that purpose. This interest is divided so as to make a first and second prize. The prize is awarded by competitive examination in English literature, and is open to sophomores, juniors, and seniors. The courses upon which the examination will be based are those in Shakespeare, Tennyson, Browning, the novel, and the survey courses of English literature.

5. **Alexander Reid Prize.**—This prize, founded by a bequest of the late Alexander Reid of Appleton, is the interest on \$500, to be given the student who writes the best essay of from 1,000 to 2,000 words.

6. **Hicks Prize.**—This prize is awarded to that member of the sophomore class who shall write the best English composition. This prize was established by Honorable John Hicks, of Oshkosh.

7 **Herman Erb Prizes.**—These prizes, founded by Herman Erb, of Appleton, Wisconsin, are to be awarded upon excellence of scholarship in the third or fourth

year's work in German. They consist of a first prize of \$50 and a second prize of \$15. The prizes are awarded on examination.

8. **Vaughan Prize.**—This prize is offered for the best essay of 2,000 words on the subject, "The Importance of Foreign Missions to the Home Church." The prize is given by Professor J. G. Vaughan, D.D., of the department of Comparative Religions and Missions.

9. **Ralph White Prize in Mathematics.**—This prize was established by the late Mrs. Mary White as a memorial to her son, Ralph White, '99. It is given for the highest standing in mathematics in the sophomore year.

10. **The Fred Felix Wettengel Prizes.**—These prizes, given by Fred Felix Wettengel of Appleton, Wisconsin, are as follows:

(a) Three prizes offered for the highest general scholarship in the School of Expression. The first prize is in the sum of \$35; the second, \$25; and the third, \$15. They are bestowed by the dean of the School of Expression.

(b) A prize of \$25 is given to the winner of first place in the interclass oratorical contest and is bestowed at the time of the contest by the president.

(c) Mr. Wettengel has also given \$25 which shall be used in the purchase of forensic L's. These L's are awarded to those who have participated in three successful intercollegiate debates, or one successful debate and one oratorical contest in which he shall have won a place.

11. **McNaughton and Peabody Prizes.**—The McNaughton prize, given by John McNaughton, is

awarded to the student who shall attain the highest proficiency in Latin of the sophomore year. The Peabody prize, given by George F. Peabody and now endowed by Mrs. Emma Peabody Harper in honor of her father, is awarded to the student who shall attain second rank in Latin of the sophomore year.

12. **Wright Prizes.**—Two prizes are offered by Ellsworth David Wright, professor of the Latin Language and Literature, to those juniors and seniors who enter the annual contest of the Latin League of Wisconsin colleges.

STUDENT ORGANIZATIONS

Literary Societies.—There are four literary societies connected with the institution: viz, the Philalathean and the Phoenix for men, and the Athena and the Lawrencean for women. They have commodious halls provided by the college, which, through the liberality of members and friends, are well furnished. The societies meet every week for literary and oratorical improvement, and occasionally give public and literary entertainments.

Fraternities and Sororities.—There are four fraternities and four sororities connected with the college. The fraternities are well located in private houses,—either owned or rented,—and all have members of the faculty, associated with them as honorary members. The sororities are strong and hold their sessions in the women's halls. These organizations are important factors in the social life of the college. There is also a national sorority in the School of Music.

The Lawrence Union.—This is an organization of non-fraternity men for social purposes. The members

hold each year several meetings of a character calculated to cultivate acquaintance and develop good fellowship. At these public gatherings the non-sorority women are usually invited. The organization also sees that the rights of non-fraternity students are properly recognized in the college life.

Tau Kappa Alpha.—A chapter of this honorary debate and oratory fraternity has been established at Lawrence in recognition of the college's exceptional record in intercollegiate debates. Only students who have been in successful intercollegiate debates or oratorical contests are admitted to membership.

The Mace.—This is an honorary student organization to which only seniors are eligible. Members are chosen on the basis of special prominence in one or more college activities, and of all-round popularity and leadership.

The Theta Alpha Society is an honorary senior society for women. Members are chosen on the basis of participation in extra-curricular activities and of leadership and service in college.

Association of Collegiate Alumnae.—This is an organization of women graduates of colleges of recognized standing. Its purpose is partially social, but especially to assist in the promotion of higher education among women and to help in various forms of social betterment. It maintains scholarships for foreign study, and carries on various forms of activity of special benefit to college women. Chapters are established in colleges only after a searching examination of the quality of their work.

Phi Beta Kappa.—This is the oldest of all the Greek letter societies,—having been founded in 1776. It is a graduate organization, the membership being confined to those graduates who have attained an especially high standing during their college course. To wear the key, therefore, is a mark of scholarly distinction much coveted by college men and women. Chapters are established only in colleges of high reputation for educational efficiency. At a meeting of the triennial council of this organization held in New York, September 8, 1913, Lawrence was granted a chapter and the honor of being a member of this organization of scholars is now open to all Lawrence graduates whose work merits the distinction.

The All-College Club.—At the beginning of the fall semester, 1904, an organization was perfected which unites the Athletic Association, the Oratorical and Debating League, and the Lawrentian Publishing Association. This is known as the All-College Club. The object of this club is to “unite the students, faculty, alumni, and friends of the college in the support and management of athletics, oratory and debate, and the *Lawrentian*, and to extend the influence of Lawrence College.” Any student, alumnus, member of the faculty, or friend of the college may become a member of the All-College Club, and membership is necessary to make one eligible to hold office or have a part in the management of any of the activities enumerated as coming under the Club’s jurisdiction. Separate boards of control are elected by the Club, which have immediate control and supervision over the various departments.

The Board of Control of Athletics consists of members representing every phase of the club membership. All athletic activities, such as football, basket-ball, baseball, the Pentathlon, and the track and field events, are conducted by this board. This work is carried on in connection with the regular required courses in physical training.

The Board of Control of Oratory and Debate is similar in its organization to the Athletic Board, and has "full charge and supervision of the oratorical and debating interests of the college." It provides for the carrying out of the regulations of the Wisconsin Intercollegiate Oratorical Association, arranges for all preliminary and intercollegiate oratorical contests and debates which are a regular feature of the life of the college, and, in connection with the forensic department of the college, aims to promote a keen interest in the art of public speaking.

The Board of Control of the "Lawrentian" consists of student members of the All-College Club, who constitute the editorial staff. The board has full charge and supervision of the financial and literary policies of the *Lawrentian*.

Language Clubs.—1. A German Club has been organized under the direction of the modern language department, and has been productive of most satisfactory results. Conversation in German is expected of all the members, and German literary programs are rendered.

2. The modern language departments have also organized a *Cercle Francais* for those desiring more

practice in speaking French than is possible in the classroom.

3. A Latin Club is conducted under the auspices of the Latin department, and aims to promote an interest in the life, literature, and antiquities of the Romans. The programs rendered are miscellaneous in character, consisting of papers, Latin dialogues, Latin recitations, Latin songs, and translations from the Latin into English prose and verse.

4. A Chemistry Club has been organized for the purpose of acquainting the students with the latest investigations in chemistry and stimulating interest in this branch of science. Meetings are held on the first and third Thursday evening of each month. Special topics are prepared by the students, and magazines and reports of chemical societies are reviewed.

5. Young men preparing for the Christian ministry have formed a club which meets once in two weeks.

6. The purpose of the Physics Club is to stimulate interest in the work of the department, by keeping its members in touch with the development that is so rapidly taking place both in physics itself and in the application of its principles to the commercial problems of the day. Papers are presented and talks given by students in the department. Questions and discussions are encouraged. Occasionally a man who is a specialist in his chosen line,—manufacturing, teaching, or engineering,—is secured for one or more addresses.

7. There are several musical organizations, such as glee clubs, quartettes, the Choral Union, the College Band, and the Orchestra, which are under the supervision of the faculty of the Department of Music. The

musical director must be informed of all trips and public performances planned by any of these organizations, and consent must be obtained before arrangements are completed. Under no circumstances will concert dates be allowed to conflict with examinations or to interrupt the regular literary work of the students. Those who are found deficient in their studies are not permitted to enter any of these organizations.

PUBLICATIONS

“The Lawrentian” is published weekly by the All-College Club. The editorial staff is composed of members of the four college classes, and the paper forms a leading feature of the literary and social life of the college.

“The Ariel.”—The *Ariel*, a publication of about two hundred pages, profusely illustrated, issued yearly by the junior class, is a spicy account of the events of the year at Lawrence.

“The Lawrence Bulletin.”—The *Lawrence Bulletin* is published monthly by the trustees, and is intended to discuss topics of interest to the friends of the college, as well as educational questions of importance to the general public. It contains items of college news, represents the work of the departments, and sets forth the plans and aims of the college management. It will be sent gratis to anyone upon application.

“The School of Expression Bulletin.”—A bimonthly publication of the Department of Expression.

The College Catalogue.—The college publishes a yearly catalogue in which a full description of the

work of the institution is printed. The catalogue is sent free on application.

“**The Alumni Record.**”—An *Alumni Record* is published which has much historical matter and a biography of each alumnus. The cost of this publication is one dollar.

“**The Lawrence Latinist.**”—This is a publication issued by students in the Department of Latin. It is published irregularly each year and contains Latin poems and compositions by students, translations, and information of value to students of the Latin language and literature.

TEACHERS' APPOINTMENT COMMITTEE

Some years ago a committee was appointed to assist former graduates and students about to graduate to secure positions as teachers in colleges, academies, and the public schools. Its work has been eminently satisfactory, many persons having found excellent positions through its agency. A careful investigation is made concerning vacancies, and candidates are placed before the appointing authorities with full information and recommendations. It has been difficult to supply the applications that have come in for teachers, especially in science and mathematics. Interested persons should address Dean C. W. Treat.

EXTENSION LECTURES

The professors of most of the departments are prepared to give single or course lectures upon subjects connected with their departments. Several of them have also popular lectures on general themes. These lectures are not technical, but are designed for gen-

eral audiences. They are especially adapted for high schools, and the attention of principals is called to this fact. Several professors are in demand for high school commencements, and are ready to accept invitations for such occasions. A small charge is made for this work. Persons interested may address the president, who will send a list of speakers, together with their subjects, terms, and any other information that may be desired.

PUBLIC LECTURES

Various public addresses and lectures, single or in courses, are delivered before the students each year. Opportunity is thus afforded to hear many of the ablest public men of the time. Members of the faculty also occasionally deliver public lectures, which are open to the student body as well as to members of their classes. During the past year the following eminent speakers have addressed the students: Bishop R. H. Weller, Dr. Jerome H. Raymond, Dr. S. C. Bronson, Bishop W. A. Quayle, Dr. Finis Idleman, Dr. Charles M. Sheldon, and several others equally distinguished.

There is an excellent lecture course each year in the city, for which the best talent in the country is engaged, and which is attended largely by students. The Conservatory of Music also maintains a musical course and engages for it the most celebrated musicians.

ALUMNI ORGANIZATION

The alumni of the college are organized into a general society which elects its officers at its annual meeting during commencement week. There is also a state organization which meets annually, holding a banquet

during the session of the Wisconsin State Teachers' Association, which is held in Milwaukee early in November. There are also alumni organizations in New York, Chicago, Racine, Minneapolis, Wausau, and Los Angeles.

COLLEGE OF LIBERAL ARTS

General Regulations

THE COLLEGE YEAR

The college year is divided into two semesters of eighteen weeks each. The first semester opens on the Wednesday nearest to the middle of September; the second semester begins on the first Wednesday of February. The studies of the college have been so arranged that students can begin their courses with the second semester; but persons wishing to enter at this time should come to Appleton not later than the first Tuesday in February, since the recitations begin Thursday morning, and all arrangements for books, etc., as well as for registration, must be made before that time.

There are two regular recesses during the college year, one at Christmas and one during the latter part of March. The Christmas vacation begins on the Friday afternoon before Christmas; recitations are resumed two weeks from the following Tuesday at 8 a. m. There is no recess between the first and second semesters.

REGISTRATION

Registration occurs on the first Tuesday and Wednesday of each semester. The student presents himself first to his adviser for assistance in the selection of his studies. He then takes the two cards made out by the adviser to the college office and pays his semester's dues. One card containing his name, address, and other information is left at the office; the other, after having been countersigned by the registrar, must be

presented to the different teachers for their signatures before he may be admitted to their classes. When the signatures of the professors have been secured, the card must be at once returned to the registrar. If the student does not thus return his card within fourteen days from the time of registration, he will be fined one dollar. Students who neglect to register before 9 a. m. Thursday morning will be charged two dollars and will be marked absent from all recitations missed in every class that they subsequently enter. In registering, the student will leave with the registrar a list of credits from such secondary schools or colleges as he may have attended. If from another college, he must also have a letter of honorable dismissal.

Any student who wishes to change a study after having registered for it, must secure his card at the college office, present it to his adviser who alone has the right to make such a change,—present the card to the teacher into whose class he is to enter, and return it after being signed, to the office.

Students having registered in a class must obtain permission from their adviser to drop it, and report his action to the teacher, or they will be recorded on the registrar's books as having failed in such subject.

LIMIT OF WORK ALLOWED

Students doing full work are expected to take sixteen hours each semester. They are not permitted to take less than fourteen or more than seventeen hours without special permission. No permission is given any student for more than seventeen hours the first semester he is enrolled, nor subsequently except under the following conditions:

If a student averages 90 in seventeen hours of regular college work, and 85 in hours in excess of seventeen, he may be permitted to take extra work the succeeding semester. Seniors who are back in their hours may be allowed, at the discretion of their student adviser, to register for additional work not to exceed twenty hours, provided their grades for the previous semester have averaged 80. Juniors who are behind their classes not more than twelve hours, may be allowed, at the discretion of their student adviser, to register for extra work not to exceed nineteen hours, provided their grades for the preceding semester have averaged 80. Exception may be made by the faculty in cases where prolonged illness or equivalent circumstances cause the average to be below 80.

FEES

Expenses have been reduced to the lowest possible amount for the advantages offered, and cover but a minor part of the cost to the institution of the student's instruction. The regular charges per semester follow:

Tuition	\$ 3.00
Incidental fee, including library and gymnasium fees	27.00
Club ticket	2.00
Graduating fee	10.00
Examinations at other than regular times	1.00
Physics	3.00
Chemistry	5.00
Biology	3.00
Botany	3.00
Geology	1.00
Mineralogy	3.00
Physiology	3.00
Surveying	2.00
Astronomy	2.00
Experimental Psychology	2.00

Students taking more than seventeen hours work per week will be charged two dollars for every additional hour. Students taking less than regular work are charged two dollars for each hour of credit.

Students taking five hours or more are required to purchase a club ticket.

All bills must be settled in advance. No bills are made out for less than half a semester, and then only when the student does not expect to remain through the semester.

Students' bills are two dollars more when they enter after the regular registration days.

No student may have an honorable dismissal, or certificate of progress in his studies, until his bills are paid, or payment thereof guaranteed.

No money will be refunded to a student who leaves before the close of the semester. An exception to this rule is made in the case of a student who is excused from his classes during the first half of the semester on account of his own illness. In this case the student will pay for the time of actual enrollment at the rate of \$3.00 a week, and the fee for the remainder of the term will be refunded.

ATTENDANCE

Every student is expected to be in his place from the first day of the semester until the close of the examinations. Students who are not present at recitations during the twenty-four hours preceding and the twenty-four hours following the Thanksgiving, Christmas, and Easter recesses, will be marked, unless excused, three absences for each recitation missed.

For each absence in any subject up to one tenth of the regular recitation periods, deductions are made from the final grade of the students as made up from the daily standing and final examination as follows: onehalf per cent for four- or five-hour, one per cent for two- or three-hour, and one and one-half per cent for one-hour studies. For each absence in excess of onetenth of the recitations, twice the above schedule of deductions is made. A student, by previous arrangement with the instructor, may raise his grade for any day's absence by making up work thus missed because of necessary absence. The making up of work, though strongly urged, is not in any way to be understood as modifying the above percentage of deductions. In case of prolonged and unavoidable absence the faculty may, on petition, vary the rule. If a student is tardy at any exercise, he will be so marked in the instructor's record book, and three such unexcused tardy marks in a given subject will be recorded as one absence in that subject. When a student is absent from a test or examination, no grade will be given him until the test or examination has been taken, and for this he must pay a fee of one dollar unless he can show that he was detained by sickness.

Teachers are to report to the president all students who are absent one-tenth of the recitations of a course, as soon as that number shall have been reached.

If a student drops a class without permission from his adviser, he will be reported "failed" in the study. A permit to drop a study must be presented within two weeks after it is granted.

Unexcused absences from chapel are treated the same

as absence from recitations. Each student may be absent from chapel ten times each semester, and from church four times. For absences in excess of this allowance his grade is reduced as follows: for every five absences or fractional part thereof the registrar will deduct one half-hour credit from the semester's credit. Members of the Jewish and the Roman Catholic churches are excused from chapel attendance.

Excuse for absences may be obtained only from the student's adviser.

Excuses will be given for serious sickness, but rarely for other reasons. Members of musical clubs and athletic teams will be excused for absences incurred in filling out-of-town engagements permitted by the faculty.

EXAMINATIONS

Written examinations in all courses are held at the close of each semester. Four hours are given for all four- and five-hour courses, and two hours for all two- and three-hour courses. Students who are conditioned in the work of any course are entitled to one delinquent examination for the purpose of removing the condition. Such examinations are held the second and ninth Saturdays in each semester. Students who fail in any course lose all credit in it, and if it be a required study, must take it again in class. A student who, by special permission, is given the privilege of taking an examination or a monthly quiz at any other than the regular time, must first pay the registrar a fee of one dollar. Only when the receipt for such payment is shown the instructor is he permitted to give such special examination.

HONOR SYSTEM

All written examinations, whether quizzes or finals, are conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source."

The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the student council any irregularity or evidence of dishonesty that may have been observed during the period of examination. The committee carefully weighs the evidence submitted and makes such additional investigation as it deems necessary. When it finds a student guilty of dishonesty, it reports the fact to the faculty with a recommendation for punishment.

GRADING SYSTEM

In determining a student's rank, the combined marks of daily recitations, quizzes, articles, and reports count as two thirds, and the final examination as one third in the standing for the semester. Students whose average daily grades are below 60 are not permitted to take final examinations. In case, however, a student has been permitted by the faculty to be absent from regular recitations for a sufficient cause, his grade may be determined by examination alone.

The letters "Inc." on a student's card signify that the grade has been withheld because the work of the course has not been fully completed. Unless the work is brought up and the grade reported within ten weeks of the beginning of the next semester that the student

is in college, the grade becomes a failure, and is so recorded.

The student who has a condition in a subject,—a grade between 60 and 70,—must pass a second examination to obtain credit in that subject. He may pass this examination at any of the regular examination periods during the next semester in college. Otherwise the condition is changed to a failure.

In the case of a failure, a grade below 60, the student receives no credit for the course. If the study is a required one, he must take it again in class. If it is an elective, he must either take it again, or take some other course in its place. Students who fail in a study will in no case be permitted to take another examination. Absence from quizzes or examinations, unless excused, is equivalent to a failure. Twice every semester students who have received a mark in their daily work less than the passing grade, 70, will receive notification.

A student who, during his first semester of residence, does not receive at least 70 in one third of his hours, is dropped from the college.

When a student after his first semester has failed in one study, or has been conditioned in two or more studies, he is regarded as on probation, and his parents or guardians are so notified.

When a student has been on probation two semesters in succession, he must pass the following semester in all his hours or he will be dropped from the college.

When a student has failed in two or more studies, the president may forbid his return to college.

Members of the senior class are required to make up all deficiencies before the tenth week of their last semester.

REPORTS

Every teacher reports three times a semester to the president, on blanks prepared for the purpose, the standing of each student in his classes, together with the number of his absences. When a student is falling behind in his work, he is notified and counselled to bring up his standing. If the failure continues two months in succession, his parents or guardians are notified.

A report of the grades of each student is sent to his parents or guardian at the close of each semester. During the first year of his residence at college, reports are also sent to the principal of the high school from which the student comes. Special reports will be given at any time on request.

CONSULTATION HOURS

In order to be as helpful as possible to students, every instructor has two or more consultation hours every week, when he will be pleased to meet students and to talk with them about the work they are doing in his department, or about any other matters on which they may wish his counsel. Students are urged to avail themselves of this privilege, since thus they can come to know their instructors more intimately and receive from them assistance of much value. Perhaps nothing is more beneficial in college life than the student's contact with teachers of wide learning and high ideals of a moral and religious character.

HONORS IN SCHOLARSHIP

Honors in scholarship may be obtained by special excellence in the work of the course and by special work and high grades in a particular department. The names of students who receive honors are published in the annual catalogue.

Honor Standings.—Honor standings are awarded at the close of each academic year, according to the following provisions: At the close of the freshman, sophomore, and junior years, *High Honors* are given those who have attained the grade of 90 in at least eighty per cent of their hours, without falling below 80 in any course. *Honors* are given to those who have attained a grade of 90 in at least sixty per cent of their hours, without falling below 80 in any course.

Seniors will be graduated with the honors *cum laude*, *magna cum laude*, and *summa cum laude*. Those who, during their sophomore, junior, and senior years (1) have maintained a grade of 90 in not less than fifty per cent of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in more than two per cent of such subjects, will be graduated *cum laude*. Students who, during the last three years of their college work, (1) have maintained a grade of 90 in two thirds of the courses required for graduation, including all courses in their major and minor subjects and all courses offered to meet group requirements, and (2) have not fallen below 80 in any course, will be graduated *magna cum laude*. The distinction of *summa cum laude* is reserved for unusual excellence, and cannot be awarded if

a student has fallen below 90 in more than ten per cent of his courses during the last three years of his work. It is bestowed by a special vote of the faculty.

Departmental Honors.—Departmental honors will be granted under the following conditions:

1. All candidates for honors must notify the head of the department in which they desire honors by the time they have completed the required work in that department.

2. No person may become a candidate for honors in two departments except by a special vote of the faculty.

3. All candidates for honors must be candidates for a degree and in full standing with their classes.

4. Candidates must not fall below the grade of 80 in more than fifteen hours and must obtain a grade of 90 in the department in which honors are sought.

5. Candidates must do their major work in the department in which they apply for honors, must elect at least eight additional hours, and must do such collateral work as the professor in charge of the department shall assign. The results of this collateral work should appear in a thesis of satisfactory length, representing investigation equal to at least six semester hours, which may be a part of the eight additional hours required. The thesis will be read before the head of the department and two other professors whom the president will appoint. It must be handed in not later than May 20, and its grade must be reported to the registrar not later than June 1 of the year in which the honor is to be awarded. The thesis may, however, be waived at the discretion of the professor in charge.

6. Students who take departmental honors will have this fact announced in the catalogue, will be excused from final examinations in studies in which they have a term grade of 90, and will receive special mention at the commencement at which the honor is taken.

GRADUATION

The College of Liberal Arts grants but one bachelor's degree, the bachelor of arts, which is bestowed on the fulfillment of the following conditions:

1. The candidate must have completed one hundred and twenty-eight semester hours, including the studies designated as required in the several groups.

2. He must have attained a grade of at least 80 in forty per cent of the required hours.

3. All conditions and "incompletes" must be removed by the tenth week of the last semester.

An exception is made in the case of graduates of Wisconsin state normal schools who have not taken foreign languages. For these a special course leading to the degree of bachelor of philosophy is outlined.

The degree of bachelor of music will be conferred upon those students who fulfill the requirements of the faculty for this degree. These requirements are stated in the paragraph on degrees in that part of the catalogue given to the Conservatory of Music.

GRADUATE WORK

Graduate work may be pursued for the degree of master of arts.

This degree will be conferred upon graduates of Lawrence or of any college of recognized standing, who shall have completed one year's resident graduate work.

The following requirements must also be fulfilled:

1. The candidate must present thirty hours of credit in advanced courses previously approved by the heads of the departments concerned.

2. Not less than half the time may be devoted to a major subject, and at least one third of the time shall be given to one, or at most two, minor subjects. One of the minor subjects shall be allied with the major.

3. As a prerequisite to entrance upon a graduate major or minor, an undergraduate major or minor respectively is required.

4. The candidate shall present a typewritten thesis on a subject assigned by the head of the department in which he does his major work. This shall constitute not less than four hours of the time allotted to his major subject. It must be in the hands of the head of the department not later than May 1, and must be approved by him before the candidate is recommended for the degree.

5. Examinations, which may be taken as each subject is completed, are required. Persons doing graduate work are charged the same fees as undergraduate students. Graduate courses for degrees other than the master's are not given.

CORRESPONDENCE WORK

No correspondence courses are offered by the college. For the present, correspondence work may be taken by Lawrence students at the universities of Chicago and Wisconsin, under the following conditions:

1. Not more than sixteen hours of correspondence work for credit will be recognized by the college, and

not more than ten may be taken in any one department.

2. No correspondence work is allowed students while in residence at the college.

3. Grades received in correspondence courses taken at the universities of Chicago and Wisconsin will be recorded and treated for all purposes the same as grades received in residence.

4. If any student studies a course privately while not in residence at the college, and if the professor offering the course at Lawrence is satisfied that the work has been done thoroughly, then upon the written recommendation of the professor, the student adviser may allow the student in the first semester in which the course is offered following his private study, to repeat the same course, registering him for extra work,—above what he would otherwise be allowed—to the amount of one half the credit due the course, the student to be given the benefit of any fractional hour.

SPECIAL STUDENTS

Students who desire to receive instruction in particular departments without becoming candidates for degrees, are admitted in case their previous education has been sufficient to qualify them for the work they desire to do. Their fitness is determined by credits submitted from schools they may have attended, and by examinations which may be required at the discretion of the committee on entrance credits. They are expected to take the work prescribed in physical culture, unless especially excused. The studies they choose will be determined by consultation with the president, who is

their adviser. If a special student is conditioned, or if he fail in two courses in any semester, his connection with the college is thereby terminated.

Special students must observe the same rules concerning matriculation and must pay the same fees as other students. They must bring credits and a recommendation from the principal of the school they have previously attended. Special students are subject to the same rules and regulations as students regularly enrolled in the college classes. No person who expects to be a candidate for a college degree may in any case enroll as a special student.

REGULATIONS CONCERNING PUBLIC ENTERTAINMENTS AND EXHIBITIONS

Any club, association, or company of students proposing to give one or more entertainments or exhibitions, social, athletic, or otherwise, before making any contracts or engagements, must present its plans to the faculty committee on entertainments. No engagements may be made without the approval of this committee. A freshman with an entrance condition may attend, but he may not be a participant in such an entertainment without the permission of his student adviser, and not then if his standing in any study is below 70. No student whose work is incomplete in more than one course, is allowed to manage or to be a participant in any game, contest, or entertainment given by any club, association, or team of students; and any student who is below grade in any three courses shall be debarred for the remainder of the semester from the privileges and duties of any social or athletic organization with which he may be connected.

Exceptions to these rules are made in the case of members of college athletic teams and of the glee clubs. Members of athletic organizations are exempt from these regulations in so far as they are in conflict with the rules of the Wisconsin Intercollegiate Athletic Association and of the local athletic committee. The following special rules have been made for membership in the college glee clubs:

Any sophomore, junior, or senior in the College of Liberal Arts, in order to be eligible for membership in either of the glee clubs, must have passed the preceding spring semester in at least twelve hours of work. Any freshman in the College of Liberal Arts must, at the time of his appointment as a glee club member, be passing in at least ten hours of work.

LIBRARY REGULATIONS

The library is open for the use of students under the following regulations: reference books may not be taken from the library; books used as collateral in the regular class work may not be drawn except for over night, and a fine of twenty-five cents will be exacted if the book is not returned by eight o'clock the following morning. Books other than those mentioned may be drawn for two weeks by students, and for four weeks by professors; and if not returned, fines will be imposed. As the library is for study, quiet is strictly required. Conversation, except in low tones and for very brief periods on strictly necessary matters, is prohibited. The taking of books from the library without having them duly charged is counted a grave offense and treated accordingly.

JUNIOR EXHIBITION

Each junior must submit to the head of the department in which the work is done, not later than the first week after the Christmas recess, a written production, which shall be an expression of the ability, originality, effort, and personality of the writer, and for which from one to two hours of credit will be given. The subject of the production shall be submitted and approved by the professor in charge not later than the end of the fourth week of the first semester.

A committee of the faculty selects the three productions ranking highest of all those written by the men, and the three highest of those written by the women, and these are given as a public program on the first Friday evening in May, which is known as Junior Day.

INTERCOLLEGIATE DEBATES

Several intercollegiate debates are held each year. These for the past few years have been with Albion, Carroll, Ripon, and Beloit colleges. In other years debates have been held with Hamline, Carleton, and Lake Forest University. There are a triangular freshman and a triangular all-college debate every year. This work is under the supervision of the professor of public speaking.

CREDIT IN PROFESSIONAL SCHOOLS

If a student at Lawrence selects the group of studies that is designed for his particular calling, full credit for such work can usually be secured in professional schools. Thus the University of Wisconsin allows credit in its School of Agriculture, School of En-

gineering, School of Pharmacy, and other departments. Northwestern University has also arranged to give graduates advanced standing in its professional schools. Those who enter the Garrett Biblical Institute, the School of Theology of Boston University, or Drew Theological Seminary receive credit sufficient to enable a student who has taken Greek, Hebrew, the history courses, and the courses in theism, science, the philosophy of religion, apologetics, and English Bible, to complete his theological work in two years. In short, if the right selections are made, credit sufficient to enable the student to shorten the professional course one year, may be secured in most professional schools.

LAWRENCE AND THE UNIVERSITY OF WISCONSIN

An agreement has been entered into with the University of Wisconsin whereby both institutions have the same entrance requirements and the same list of accredited schools. Students who change from either institution to the other will be given the rank of sophomores or juniors if they change at the end of the first or second years of their work. It is not deemed advisable by either institution for students to change at the end of their junior year, and where such cases occur, they will be dealt with on their individual merits.

HONORARY DEGREES

Honorary degrees are granted by the trustees on the recommendation of the faculty, but subject to a limitation stated by the by-laws of the board, which reads as follows: "Honorary degrees shall be bestowed only on persons of marked scholarly attainments, as evi-

denced by published works, or upon persons who have attained to especially conspicuous positions in church or state." Petitions for the bestowment of honorary degrees are not received.

TEACHER'S CERTIFICATE

The requirements for a teacher's certificate based upon a diploma granted by the college consists, in addition to work done in the major subject and to other work in the college, of twelve units, divided as follows:

- (1) Psychology (I)3 hours
- (2) One departmental teacher's course.2 hours
- (3) Education7 hours

If a departmental teachers' course is not taken, nine hours are required in the Department of Education. A departmental teacher's course may not be credited toward a teacher's certificate unless the subject concerned is offered as a major or a minor.

Upon the completion of the above work the college will issue a certified statement indicating the subject or subjects in which the requirements for teaching have been fulfilled, which may be presented to the state superintendent, who will issue a license to teach for two years in any public school in Wisconsin. Graduates who have received this certificate, and can present to the state superintendent satisfactory evidence of good moral character, together with two years of successful experience as a teacher, after graduation, are entitled to an unlimited state certificate.

Students expecting to make teaching their profession, are advised to take sufficient work in education for a second minor. Those wishing to take only the

minimum number of hours in education required for a teacher's certificate should select from the following courses: 1, 2, 3, 4, and 9.

EXTRA-CURRICULAR ACTIVITIES

While believing that the experience gained by students from leadership and participation in the various activities of college life is important and should be encouraged, it has been found that limitations on such extra-curricular activities are desirable, in order that the regular college work may not be interfered with and that a greater number of students may have an opportunity to participate in such activities and thus secure the benefits they confer. With a view to accomplishing these ends, the following regulations have been adopted—

1. All organized and other regular student extra-curricular activities of the college are classified on the basis of "units," the value of the "units" being the approximate amount of time per week required to perform such activities, together with the distraction caused thereby. (Some of the less important activities are listed as one unit each merely to limit the number in which any one student may take part.)

2. Students with an average standing of 90 in all registered courses are permitted a maximum of six units per week per semester of extra-curricular activities, provided they take no more than sixteen hours per week of regular college work. For each additional hour of regular college work taken, one unit is deducted from the maximum number of units of extra-curricular activity permitted. For each unit of extra-curricular activity taken in excess of the maximum of

six units, one hour is taken from the number of hours permitted of regular college work.

3. Students with an average standing of 80 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of five units per week per semester of extra-curricular activities.

4. Students with an average standing of 70 in all registered courses are permitted, subject to the same provisions as in (2) above, a maximum of four units per week per semester of extra-curricular activities.

5. For each "incomplete," condition, or failure a further reduction of one unit is made from the maximum number of units permitted any student on the basis of his average standing in all registered courses.

6. The following group of extra-curricular activities, based on their approximate values in units, has been adopted as a standard in determining the number of extra-curricular activities in which a student may engage:

ACTIVITY	Value in Units per Semester	
	1st	2nd
<i>Ariel</i>		
Editor-in-chief	2	3
Business Manager	2	3
Assistant Business Manager	1	2
Staff	1	1
 Athletic Board—		
Officers and Members	1	1
Athletic Manager	4	4
 Baseball—		
College Team		2
 Basket-ball—		
College Team	1	2
Substitutes and Second Team	1	2
 Board of Oratory and Debate—		
Members	1	1

Class Organizations—		
Officers	1	1
Choir and Choral Club—		
Members	1	1
Debate—		
Intercollegiate Team	4	4
Freshman Team	4	4
Departmental Clubs—		
Officers	1	1
Dramatic Club—		
Members of Caste	3	3
Members of Club	1	1
Football—		
College Team	3	
Substitutes and Second Team	2	
Freshman Team	2	
Fraternities—		
House Stewards	2	2
Other Officers	1	1
Glee Club—		
Manager		3
Members	2	2
House Government Associations—		
Presidents and Other Officers	1	1
Lawrence Union—		
Officers	1	1
<i>Lawrentian</i> —		
Editor-in-chief	4	4
Assistant Editor	2	2
Business Manager	3	3
Assistant Business Manager	2	2
Staff	1	1
Literary Societies—		
Officers	1	1
Oratory—		
Intercollegiate Representatives		3
Interclass Representatives	2	
Sororities—		
Officers	1	1

Student Senate—

President	3	3
Vice-president	2	2
Secretary	1	1
Treasurer	2	2
Members	1	1

Track—

College Team		2
Candidates		1

Y. M. C. A.—

President	4	3
Treasurer	2	1
Manager of Employment Bureau.....	2	2
Other Officers	1	1

Y. W. C. A.—

President	4	3
Treasurer	2	1
Other Officers	1	1

All offices in other literary, scientific, philosophic, social, athletic, or fraternal societies or clubs in Lawrence College, and all memberships of any athletic teams not mentioned above, are reckoned as one unit.

Students engaged in any form of labor during the college year for maintenance, are grouped individually by their advisers, who classify them by dividing the number of hours per week devoted to such labor by four.

7. The record on which the number of units of extra-curricular activities is determined, is the record for the semester preceding the semester during which the student is engaged in such activities, except in the cases of freshmen and other students entering college for the first time, in which case the first month's record in college is the basis of determination.

8. The secretary of each student organization is required to file a list of officers-elect with the regis-

trar within seven days after election. Failure to comply with this regulation on the part of any secretary deprives that secretary of the right to any extra-curricular activities for the semester.

9. Each student is required to present to his adviser at the time of registration, a statement giving the extra-curricular activities in which the student expects to engage, together with his average standing in all registered courses for the preceding semester. The adviser records the number of units of extra-curricular activities of each student on his registration card and is governed by the regulations above in the further registration of the student. In case a student wishes to engage in extra-curricular activities after registration, or has been elected to some office after the opening of the semester, he shall present to his adviser a statement as above and have his registration card revised accordingly.

10. The failure of a student to comply with the above regulations means a forfeiture of the same number of hours of college credit as units of extra-curricular activity involved.

ADMISSION TO THE COLLEGE

CONDITIONS

Admission to the college is by examination or by certificate from accredited schools.

The regular examinations for admission occur on the Tuesday preceding the beginning of the first semester. Examinations are also held on the first Saturday of the second semester, at 9 o'clock a. m., to accommodate those who enter at that time.

On the presentation of certificates giving their standings, graduates of any school that has been approved by the faculty may be admitted to the college without examination. These certificates must show in detail the studies pursued by the applicant in preparation for college, and should bear the recommendation of the principal. Blank forms for credentials may be had on application to the registrar.

Certificates should be sent by the principal direct to the registrar as early as August 30, that they may be examined and the student's classification determined before the opening day of the college year. Delay and confusion will thus be avoided.

Certificates are accepted in lieu of examinations only in so far as the subjects correspond in quantity and quality to those prescribed for admission, or are their full equivalent. It is understood also that if the student is found, after a fair trial, to be so deficient in any study for which credit has been given him that he cannot profitably continue in the class assigned,

he may be remanded to such a class in that subject as he is prepared to enter; but the classification to which his certificate has admitted him is not changed.

All candidates for admission must present satisfactory testimonials of good moral character, and, in addition, certificates of regular dismissal will be required from those who have been students in other colleges.

REQUIREMENTS FOR ENTRANCE

Students are admitted to the College of Liberal Arts on the basis of units offered. A unit is understood to mean a subject pursued for forty-five minutes, five times a week, for one year, or an equivalent of that amount of work. Subjects closely related and not having been pursued for an entire year, may be combined so as to equal a whole unit: as, physiology, zoology, etc. A subject coming three times a week for a year and a half may be counted as a unit.

Fifteen units are required for admission, nine of which are required and six are elective.

I. The following subjects are required by all:

English	3 units
Foreign Language	2 units
History, including Social Science.....	1 unit
Mathematics	2 units
Natural Science	1 unit

II. In addition to the requirements under I, six units must be offered from the following elective subjects:

Agriculture	$\frac{1}{2}$ to 1 unit
Botany	$\frac{1}{2}$ to 1 unit
Chemistry	1 unit
Civics	$\frac{1}{2}$ unit
Commercial Geography	$\frac{1}{2}$ unit

Commercial Subjects	2 units
Drawing	$\frac{1}{2}$ to 1 unit
Domestic Science	$\frac{1}{2}$ unit
Economics	$\frac{1}{2}$ unit
English Composition	1 unit
English Literature	1 to 3 units
French	1 to 4 units
German	1 to 4 units
Greek (Grammar, Lessons, and <i>Anabasis</i>)	2 units
Greek (Homer's <i>Iliad</i>)	1 unit
History	1 to 3 units
Latin (Grammar, Lessons, and Cæsar)	2 units
Latin (Cicero)	1 unit
Latin (Vergil and Ovid)	1 unit
Manual Training	1 unit
Mathematics (Algebra)	1 unit
Mathematics (Advanced Algebra)	$\frac{1}{2}$ unit
Mathematics (Plane and Solid Geometry)	$1\frac{1}{2}$ units
Mathematics (Plane Trigonometry)	$\frac{1}{2}$ unit
Physics	1 unit
Physiography	$\frac{1}{2}$ to 1 unit
Physiology	$\frac{1}{2}$ unit
Psychology	$\frac{1}{2}$ unit
Theory and Art of Teaching	$\frac{1}{2}$ unit
Zoology	$\frac{1}{2}$ to 1 unit

Limitations.—Not more than four of the required fifteen units will be accepted for admission in any one subject, and not more than four units may be selected from manual training, drawing, domestic science, or commercial or other vocational subjects. If no more than two units of foreign language are offered, they must, in order to meet the language requirements for entrance, be in one language only. If but one unit of foreign language is offered, it will be accepted in making up the fifteen units, but it will not be considered in any sense, even in part, as meeting the language requirements.

Admission without Foreign Language.—Students entering the college are advised to present Latin, or Latin and a second foreign language, to the extent of at least four units. Students may be admitted, however, without any foreign language under the following conditions: (1) They must offer fifteen units subject to all the limitations heretofore stated, except that the two units of foreign language specified above as required of all may be replaced by two units of any elective subject or subjects. (2) The language requirements, however, must be met before the beginning of the junior year. This will ordinarily require extra work to the extent of four hours a week for one year, which will not be credited as part of the number of unit-hours required for graduation from the college. (3) Students admitted with a condition in language must elect at least three units of foreign language in college, in addition to the language taken to meet their condition in language, except that those electing the pre-engineering group, or the special chemistry group, of studies need elect but two units.

SUBJECT OUTLINE OF RE- QUIREMENTS

ENGLISH

The entrance requirements in English involve work in grammar, composition, rhetoric, and literature.

Grammar.—The student should be prepared to state intelligently the essential principles of grammar; he should be familiar with the parts of speech, their inflections and uses; and he should be ready and accurate in the analysis of sentences.

Composition.—The high-school composition should aim at giving the student power to express his thoughts clearly and accurately on paper. Correct spelling, punctuation, and capitalization are essentials. It is expected that the student should have prepared under the direction of a competent instructor one or more written exercises every week for at least three years. A sufficient number of these exercises should be corrected by the teacher and revised by the student to secure the desired accuracy. The subjects upon which the student writes should not be drawn exclusively from literature; a considerable portion of them should be so distributed as to give proper training in the four forms of composition.

Rhetoric.—The student should be grounded in the essentials of rhetoric, but those principles should receive emphasis that are most likely to be of service to him in practical writing, such as the principles of sentence structure, paragraphing, the outlining of the essay, the choice and arrangement of words, the unity and coherence of the sentence and the paragraph, and the simpler qualities of style.

Literature.—The aim of literature is to foster in the student the habit of intelligent reading and to develop in him a taste for good literature, by giving him a first-hand knowledge

of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

I. BOOKS PRESCRIBED FOR READING

I. **Classics in Translation** (two to be selected): The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. (The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.) For any selection from this group a selection from any other group may be substituted.

II. **Shakspeare** (two to be selected): *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*. Of the last three, only two may be chosen, because one must be selected in Group I of the books prescribed for study.

III. **Prose Fiction** (two to be selected); *Malory's Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress* (Part I); Swift's *Gulliver's Travels* ("To Lilliput" and "To Brobdingnag"); Defoe's *Robinson Crusoe* (Part I); Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's, Jane Austen's, Thackeray's, George Eliot's, Cooper's, or Dickens's novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Stevenson's *Treasure Island*, *Kidnapped*, or *The Master of Ballantrae*; Poe's selected *Tales*; Hawthorne's *House of the Seven Gables*, *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of short stories by various standard writers.

IV. **Essays, Biography, etc.** (two to be selected): The *Sir Roger de Coverley Papers*, or selections from *The Tatler*

and *The Spectator* (about 200 pages); selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; selections from Irving's *Sketch Book* (about 200 pages) or Irving's *Life of Goldsmith*; Southey's *Life of Nelson*; selections from Lamb's *Essays of Elia* (about 100 pages); selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's *English Humourists* (lectures on Swift, Addison, and Steele); any one of Macaulay's essays on Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, or Madame d'Arblay; selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies*, or about 150 pages of selections from Ruskin; Dana's *Two Years before the Mast*; selections from Lincoln, including at least the two inaugural speeches, the speeches in Independence Hall and at Gettysburg, his last public address, and his letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *Oregon Trail*; Thoreau's *Walden*; selected essays of Lowell (about 150 pages); Holmes's *Autocrat of the Breakfast Table*; Stevenson's *Inland Voyage* and *Travels with a Donkey*; Huxley's *Autobiography* and selections from his *Lay Sermons*, including the addresses *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

V. **Poetry** (two to be selected): Palgrave's *Golden Treasury* (First Series [Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns]); Palgrave's *Golden Treasury* (First Series [Book IV, with special attention to Wordsworth, Keats, and Shelley, if not chosen under the poetry prescribed for study]); Goldsmith's *Traveler* and *Deserted Village*; Pope's *Rape of the Lock*; a collection of English and Scottish ballads: as, for example, some Robin Hood ballads, the "Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection of later ballads; Coleridge's *Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold* (Canto III or IV) and "The Prisoner of Chillon;" Scott's *Lady of the Lake* or *Marmion*; Macaulay's *Lays of Ancient Rome*, "Battle

of Naseby," "The Armada," "Ivry;" Tennyson's *Princess*, or "Gareth and Lynette," "Lancelot and Elaine," and "Passing of Arthur"; Browning's "Cavalier Tunes," "Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Hervi Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "Patriot," "De Gustibus—," "Pied Piper," "Instans Tyrannus"; Arnold's *Sohrab and Rustum* and *Forsaken Merman*; selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

II. BOOKS PRESCRIBED FOR STUDY

I. **Drama** (one to be selected): Shakspeare's *Julius Caesar*, *Macbeth*, *Hamlet*.

II. **Poetry** (one to be selected): Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's "Coming of Arthur," "Holy Grail," and "Passing of Arthur"; selections from Wordsworth, Keats, and Shelley in Palgrave's *Golden Treasury* (First Series, Book iv.)

III. **Oratory** (one to be selected): Burke's *Speech On Conciliation with America*; Macaulay's two speeches *On Copyright* and *Lincoln's speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

IV. **Essays** (one to be selected): Carlyle's *Essay on Burns*, with a selection from Burns's poems; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

HISTORY, CIVICS, AND ECONOMICS

Students may offer any one or more of the following units of history and civics:

Ancient History (Greek and Roman) (1 unit).

Medieval and Modern History (1 unit).

American History (1 unit).

Civics ($\frac{1}{2}$ unit).

English History (1 unit).

Economics, or Social Science (1 unit).

MATHEMATICS

1. **Algebra** (1 Unit).—The requirements in algebra include the following topics: the fundamental operations, factoring, common divisors and multiples, simple equations of one or more unknown quantities, involution, evolution, radicals, fractions, and quadratic equations.

2. **Advanced Algebra** ($\frac{1}{2}$ Unit).—Simultaneous equations, ratio and proportion, graphical representation, binomial theorem for positive integral exponents, and logarithms, including the use of the table in simple numerical work.

3. **Plane and Solid Geometry** (1 Unit).—A combination course in plane and solid geometry, including the simpler parts of both. This is preferred when only one unit of geometry is offered.

4. **Plane Geometry** (1 Unit).—A more extensive and intensive study of plane geometry extending throughout the year.

5. **Solid Geometry** ($\frac{1}{2}$ Unit).—A half-year of solid geometry, following a year of plane geometry, will be credited a half-unit.

6. **Trigonometry** ($\frac{1}{2}$ Unit).—Solution of right and oblique plane triangles, trigonometric equations, and familiarity with the use of logarithmic and trigonometric tables.

Additional credit, not to exceed a total of four units in mathematics, will be given those who have had further work in algebra, trigonometry, or surveying.

SCIENCE

Botany (1 Unit).—This should include a study of plant types and the physiology of plants. At least half of the course should consist of laboratory work. Where less than a year's work is offered, botany may be combined with physical geography and physiology to make up a unit. Bergen's *Elements of Botany*, or Bailey's, covers what is desired for entrance.

Chemistry (1 Unit).—A year's work in descriptive chemistry, covering both metals and non-metals and divided about equally between the class room and the laboratory. A careful

record of experiments should be kept and presented for inspection at the time of examination. Some such text as Remsen's *Introduction to the Study of Chemistry*, with the manual, comprises the work required.

Physics (1 Unit).—One year's work in elementary physics. The work should be essentially that outlined in the requirements of the North Central Association of Colleges and Secondary Schools, and is satisfactorily covered by the better textbooks in elementary physics. The laboratory note-book should be presented by candidates for admission.

Physiography ($\frac{1}{2}$ Unit).—This course should include: (1) principles as presented in the best recent textbooks; (2) field study, with records of field trips; (3) ability to use topographic maps, weather charts, etc. Where it is not possible to give a full year's work to this subject, it may be combined with botany and physiology to make a unit.

Physiology ($\frac{1}{2}$ Unit).—This course should include anatomy, physiology, histology of the human body, and hygiene. Some such text as Martin's *Human Body, Briefer Course*, may be considered as a guide.

Zoology (1 Unit).—From three to four laboratory periods for one year should be given this subject. The student must dissect ten or more types from different branches of the animal kingdom, reporting his work with drawings and descriptions. Lectures or textbook work on classification and general zoology must be a part of the work. Kellogg's or Davenport's *Elementary Zoology* may be a gauge of the work required.

VOCATIONAL SUBJECTS

Students may offer not more than four units in manual training, domestic science, agriculture, or commercial and other vocational subjects, the work to be of the character and amount outlined in the annual reports of the North Central Association of Colleges and Secondary Schools.

LATIN

1. AMOUNT AND RANGE OF READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular

authors and works, should be not less in amount than Caesar, *Gallic War*, I-IV; Cicero, the *Orations against Catiline*, *For the Manilian Law*, and *For Archias*; and Vergil, *Aeneid*, I-IV.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar's *Gallic War* and *Civil War* and Nepos's *Lives*; Cicero's orations, letters, and *De Senectute*; Sallust's *Catiline* and *Jugurthine War*; Vergil's *Bucolics*, *Georgics*, and *Aeneid*; and Ovid's *Metamorphoses*, *Fasti*, and *Tristia*.

II. SUBJECT AND SCOPE OF THE EXAMINATIONS

1. **Translation at Sight.**—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. **Prescribed Reading.**—Candidates will be examined also upon the following prescribed reading: Cicero, *Orations for the Manilian Law* and *For Archias*; Vergil, *Aeneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation, will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

Grammar and Composition.—The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

GREEK

1. **Greek Grammar.**—Any standard Greek grammar, including prosody.

2. **Xenophon's "Anabasis."**—Four books.

3. **Homer's "Iliad."**—Three books.
4. **Greek Prose Composition.**—Pronunciation according to written accents.
5. **Sight Translation.**—Students will be tested in reading easy Greek at sight.

GERMAN

The admission requirements in German are those recommended by the Modern Language Association of America.

1. The first year's work should comprise careful drill in pronunciation; memorizing of easy, colloquial sentences; drill upon the rudiments of grammar; easy exercises, designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; the reading of from 55 to 100 pages of text; constant practice in translating into German easy variations upon sentences selected from the reading lesson and in reproducing from memory sentences previously read (1 unit).

2. The second year's work should comprise the reading of 150 to 200 pages of literature in the form of easy stories and plays, practice in translating into German the substance of short and easy, selected passages, and continued drill upon the rudiments of grammar (1 unit).

3. The work should include, in addition to the two courses above, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, abstracts, paraphrases, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the more technical points of the language (1 unit).

FRENCH

The admission requirements in French are those recommended by the Modern Language Association of America.

1. The first year's work should include careful drill in pronunciation and in the rudiments of grammar, abundant easy exercises designed to fix in mind the principles of grammar, the reading of 100 to 175 pages of graduated text, with

constant practice in translating easy variations of the sentences read, and the writing of French from dictation (1 unit).

2. The second year's work should comprise the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches, constant practice in translating into French easy variations upon the texts read, frequent abstracts—sometimes oral and sometimes written—or portions of the text already read, writing French from dictation, and continued grammatical drill, with constant application in the construction of sentences (1 unit).

3. Advanced courses in French should comprise the reading of 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, the study of a grammar of moderate completeness, and the writing from dictation (1 unit).

ADVANCED CREDIT

Any student who wishes advanced credit for work done in secondary schools, in addition to the fifteen units required for entrance, must take an examination on the study for which he desires credit. If he succeeds in the examination, he will be given as many hours of college credit, less one half, as the subject was credited in the secondary school.

Students who have taken part of their work in other institutions of college rank will be admitted to advanced standing on the basis of the certificates of standings they present. Such persons must bring with them letters of honorable dismissal and testimonials of good character.

ACCREDITED SCHOOLS

Graduates from high schools that have been accredited, will be admitted without examination in the

courses for which credit is given. Certificates should be forwarded before August 15 by the principal of the high school in which the student has taken his work, giving a detailed statement of his studies and standings. Blanks for this purpose may be secured by writing to the registrar. Students from academies or from high schools outside the state will be admitted by presenting standings equal to the entrance requirements, provided such schools are accredited at the state university of the state in which they are located. In such cases, however, the faculty reserves the right to examine and reclassify the student if his work in this institution shows defective preparation.

The following is a list of the schools which this institution has placed on its accredited list:

Abbotsford	Burlington
Albany	Cambria
Algoma	Cambridge
Alma	Cashton
Almery	Cassville
Antigo	Cedarburg
Appleton	Cedar Grove, Wisconsin Memorial Academy
Arcadia	Chetek
Argyle	Chilton
Ashland	Chippewa Falls
Ashland, Northland Academy	Chippewa Falls, McDonnell Memorial High School
Athens	Clinton
Augusta	Clintonville
Baldwin	Colby
Bangor	Columbus
Baraboo	Crandon
Barron	Cuba City
Bayfield	Cumberland
Beaver Dam	Darien
Beaver Dam, Wayland Academy	Darlington
Belleville	Deerfield
Belmont	De Forest, Windsor Township
Beloit	Delavan
Benton	De Pere
Berlin	Dodgeville
Black Earth	Durand
Black River Falls	Eagle River
Blair	East Troy
Blanchardville	Eau Claire
Bloomer	Edgerton
Bloomington	Elkhorn
Boscobel	Ellsworth
Brandon	
Brodhead	

Elroy	Mauston
Endeavor Academy	Mayville
Evansville	Mazomanie
Evansville Seminary	Medford
Fairchild	Mellen
Fennimore	Menasha
Florence	Menomonee Falls
Fond du Lac	Menomonie
Fond du Lac, Grafton- Hall	Merrill
Fort Atkinson	Middleton
Fox Lake	Milton
Galesville	Milton College Academy
Glenbeulah	Milton Junction
Glenwood	Milwaukee, East Division
Grand Rapids	Milwaukee, North Division
Grantsburg	Milwaukee, South Division
Green Bay, East	Milwaukee, West Division
Green Bay, West	Milwaukee-Downer Seminary
Green Bay, St. Joseph's Acad- emy	Mineral Point
Green Lake	Minocqua
Greenwood	Mondovi
Hartford	Monroe
Hayward	Montello
Hazel Green	Montfort
Highland	Mount Horeb
Hillsboro	Mukwonago
Hillside Home School	Muscoda
Hixton	Necadah
Horicon	Neenah
Hudson	Neillsville
Hudson, Galahad, a School for Boys	New Holstein
Hurley	New Lisbon
Independence	New London
Iola	New Richmond
Iron River	Oakfield
Janesville	Oconomowoc
Jefferson	Oconto
Juneau	Oconto Falls
Kaukauna	Omro
Kenosha	Onalaska
Kewaunee	Oregon
Kiel	Osceola
Kilbourn	Oshkosh
La Crosse	Palmyra
Ladysmith	Pardeeville
La Farge	Park Falls
Lake Geneva	Peshtigo
Lake Mills	Pewaukee
Lancaster	Phillips
Linden	Plainfield
Little Chute	Platteville
Lodi	Plymouth
Lone Rock	Portage
Loyal	Port Washington
Madison	Poynette
Madison, Sacred Heart Academy	Prairie du Chien
Madison, Wisconsin Academy	Prairie du Chien, St. Mary's Academy
Manawa, Little Wolf	Prairie du Sac
Manitowoc	Prescott
Marinette	Princeton
Markesan	Racine
Marshall	Racine College Grammar School
Marshfield	Randolph
	Reedsburg

Reeseville	Tomahawk
Rhineland	Two Rivers
Rib Lake	Union Grove
Rice Lake	Verona
Richland Center	Viroqua
Ripon	Wabeno
River Falls	Waldo
St. Croix Falls	Walworth
Sauk City	Washburn
Seneca	Waterford
Seymour	Waterloo
Sharon	Watertown
Shawano	Waukesha
Sheboygan	Waukesha, Carroll College Acad-
Sheboygan Falls	emy
Shell Lake	Waunakee
Shullsburg	Waupaca
Sinsinawa, St. Clara Academy	Waupun
Soldiers Grove	Wausau
South Milwaukee	Wausaukee
Sparta	Wautoma
Spooner	West Allis
Spring Green	West Bend
Spring Valley	Westboro
Stanley	West De Pere
Stevens Point	Westfield
Stoughton	West Salem
Sturgeon Bay	Weyauwega
Sun Prairie	Whitehall
Superior	Whitewater
Superior, Nelson Dewey	Winneconne
Tigerton	Wittenberg
Tomah	Wonewoc

THE NORTH CENTRAL ASSOCIATION LIST

Graduates of schools accredited by the North Central Association of Colleges and Secondary Schools, and not in the college list of accredited schools, will be admitted upon the same terms as graduates of schools directly accredited by the college.

THE COURSES OF STUDY

THE GROUP SYSTEM

The courses of study are arranged in what is known as the group system, which, in recent years, in very many institutions, has supplanted fixed courses. This arrangement is believed to have the advantage of giving the student a somewhat comprehensive view of the various departments of knowledge and, at the same time, a chance to specialize in the line of his individual aptitude, or with reference to subsequent professional or graduate work. The group system aims to retain the advantages of both the fixed course system and the free elective system, while avoiding the defects of each,—to maintain a proper balance between educational control on the one side and individual freedom of choice and self-direction on the other. The various groups are so arranged that certain studies are required which are regarded as essential to a broad and liberal culture. At the same time a system of election makes it possible to secure advanced study in a subject in which the student may desire special training.

THE UNIT DEFINED

The semester hour is the unit used in measuring the number of hours of credit that each course gives. By a semester hour is meant one recitation of class exercise per week, one hour in length, in a study continuing throughout a semester. Students are required to take sixteen semester hours per semester for full work, or

thirty-two hours per year. As already stated, one hundred twenty-eight hours complete the course and entitle the student to graduation. Two and a half hours of laboratory work are equivalent to one recitation hour.

THE SELECTION OF COURSES

REGULATIONS

1. Students are earnestly advised to study carefully the description of courses given in the subsequent pages of this catalogue and to note which courses are marked as prerequisites.

2. Each student is placed under an adviser and must select his studies by the adviser's counsel and direction. The adviser to whom he must go, is indicated by the following schedule, in which the letters stand for the initial letter of the student's surname:

A.—Professor Atkinson

B.—Professor Treat

C.—Professor Fairfield

D, E.—Professor Wright

F, G.—Professor Farley

H, I.—Professor Youtz

J, K.—Professor Lymer

L, M.—Professor Mullenix

N, O, P.—Professor Naylor

Q, R.—Professor Bagge

S.—Professor Rogers

T, U, V.—Professor Trever

W, X, Y, Z.—Professor Custer

Seniors.—President Plantz

Graduates and Special Students—Professor Spencer

3. When a student has selected a study continuing through more than one semester, he may not receive

credit for it until he has completed the full work, unless excused by the faculty.

4. No student will be permitted to take more than seventy hours in any one group, or forty hours in any one department, except in the engineering and chemical courses.

5. No student is permitted to take less than fourteen or more than seventeen hours without permission of the faculty.

6. Every student must choose a major and a minor subject not later than the beginning of his junior year. The major must consist of not less than twenty-four hours in some one department, required work being included. The minor must consist of not less than fourteen hours, chosen in some one department other than the major. Courses in Latin, Greek, French, and German, described as elementary, may not be counted as major or minor work. The representative groups given in the succeeding pages are so arranged that each includes a major in some subject and a minor in another. A study of these groups will assist the student in selecting his course in harmony with this requirement.

7. Except in the case of students in the special chemistry group or in the pre-engineering courses, the following are the requirements in language for the A.B. degree: sixteen semester hours of those who offer four units or more of foreign language at entrance; twenty-four semester hours of those who offer two or three units of language at entrance. Those who offer less than two units must make up deficiency in preparation by extra work. No credit will be given for elementary Greek, Latin, or German unless the subject is pursued for two years; but students who have com-

pleted their language requirements may receive credit for one year's work in any one of these subjects.

8. Not later than the end of the first semester of his senior year, a candidate for a baccalaureate degree must submit to the head of the department in which the work is done, a written production, which shall be an expression of the ability, originality, personality, and effort of the writer, and shall represent one to two semester hours of work, the amount of credit to be determined by the professor in charge. The subject of the production shall be submitted and approved by the professor in charge not later than the end of the fourth week of the semester.

9. In addition, a candidate for a baccalaureate degree may present a graduating thesis, equivalent to four hours of credit, on a subject approved by the student adviser and the professor in whose department his major work is taken. The thesis must represent some phase of the student's work in his major subject, must show that it represents careful preparation, must be typewritten on paper of good quality, eight by ten inches in size, and must be deposited in the college library at least two weeks before commencement. Before being accepted, it must be approved by the head of the department in which the work is done. After acceptance the thesis becomes the property of the college.

10. Students who are candidates for departmental honors, before electing their courses, should confer with the head of the department in which honors are desired.

ARRANGEMENT OF COURSES

The courses offered in the College of Liberal Arts have been divided into the following seven groups, from

which students must select their work according to the conditions described below.

Group I. Ancient and Modern Languages and Literature, including Greek, Latin, Hebrew, German, French, and Spanish.—Requirements: Sixteen semester hours must be selected from this group by those who have offered four units or more of foreign language at entrance; twenty-four semester hours, by those who have offered two or three units of language at entrance. Those in the special chemistry and pre-engineering groups need elect but eight hours. Language taken in college to make up entrance conditions may not be counted.

Group II. English, including Public Speaking.—Requirements: Twelve hours must be elected in this group, six of which must be rhetoric and two public speaking.

Group III. History, Politics, Sociology, and Economics.—Requirements: Twelve hours must be elected in this group, at least six of which must be history. Students whose major is in some line of natural science are required to elect but nine hours, at least three of which must be history.

Group IV.—Mathematics, Engineering, and Astronomy.—Requirements: Students majoring in any of the sciences must take six hours in mathematics.

Group V. Science, including Physics, Chemistry, Biology, Botany, Zoology, and Mineralogy.—Requirements: Fourteen hours must be elected in this group, but students who major in language, literature, or history need elect but eight.

Group VI. Philosophy, Psychology, Education, and Religion, including Biblical Literature.—Requirements: Twelve hours must be elected in this group, three of which should be in Hebrew history. Two, however, must be in Evidences of Christianity, unless the student belongs to the Roman Catholic or the Jewish church. Students who expect to teach in the public schools of Wisconsin must elect psychology and education to the extent required by the state law.

Group VII. Music, Art, and Physical Education.—Requirements: All students not especially excused, must elect in this group four hours of physical education.

From the above statement of group requirements it will be seen that from sixty-three to seventy hours must be chosen from the groups. The remaining hours are elective, with the exception that the requirements for major and minor work must be kept in mind.

FRESHMAN REQUIREMENTS

In the freshman year each student must select his studies under the following directions:

(a) All students must elect English 1 and two hours in physical training. Students who expect to do considerable work in science must also choose six hours in mathematics.

(b) Students must take at least eight hours of French, German, Greek, or Latin, but may not take more than sixteen hours.

(c) Students must select in addition from the fol-

lowing courses sufficient to make a total of thirty-two hours for the year :

Bible 1, 2, 3, 4, 5, 6, 7, or 8.	Latin, A,B, 3, or 4.
Biology 1 or 2.	English 4, 20, 21, 25, 26, 27, 31, 33, 36, or 37.
Chemistry 1 or 2.	Mathematics 1 or 2.
Economics 1 or 2.	Physics 1, 2, 3, or 4.
Engineering 1.	Politics 1, 2, or 3.
Geology 1 or 2.	Public Speaking 1, 2, 3, or 4.
Greek 1, 2, 3, or 4.	Sociology 1, 2, or 3.
History 1, 2, 3, or 4.	

SUGGESTIVE GROUPS OF GENERAL CULTURE AND PREPROFESSIONAL COURSES

The object of a college education is twofold: namely, to assist the student in solving the theoretical problems in life and to prepare him to execute his calling efficiently as a member of society. The first object relates itself to general culture, the latter to laying the basis for technical or professional success. Lawrence has, therefore, arranged a number of groups with this twofold end of education in mind. Those under the heading, "General Culture Groups," are information courses, having as their end the development of the student in wisdom and contemplative ability, while those named "Preprofessional Groups" are designed to lay a strong basis for technical training and to prepare the student for the practical work of life. By reading the descriptive matter at the head of each group, the student will learn not only what subjects constitute the major and minor in it, but what end it has been especially arranged to serve. These groups are not rigid requirements; they are simply suggestive, and are supposed to guide the student in his selection of courses in harmony with the particular object he may have in

view. Additional information will be given by the student adviser; and it is further suggested that before choosing a major or minor, the instructors in whose departments the work comes, be also consulted as to the courses desired. Each group consists in the main of three years of continuous work in a major and a minor subject, combined with such other subjects as seem necessary to broaden the general outlook of the student, and at the same time to provide important collateral work with his principal subjects. The electives make it possible in most cases for the student, if he so desires, to pursue at least four years of continuous work in a major subject. Courses can be suggested by the student adviser that are especially calculated to lay a strong foundation for callings and professions other than those specified in the description of the groups. Those wishing to teach should select a general culture group containing the major and minor desired, and should elect courses in education desirable for teachers.

GENERAL CULTURE GROUPS

ANCIENT LANGUAGE

The Ancient Language Group is designed especially for those desiring the broadest training for literary professions and for those expecting to specialize in ancient languages.

Freshman ¹	Sophomore ¹	Junior	Senior
Greek 8	Greek 8	Greek 6	Introd. Econ. or
Latin 8	Latin 8	Latin 4	Prin. of Soc. 6
English	English	English Lit. 2	Philosophy 4
Literature 3	Literature 2	Science 8	Religion 2
History 6	Hebrew History 6	Philosophy 4	Art History 2
Public Speaking 2	Psychology 4	Elective ² 8	Elective ² 17
Physical	Physical		
Education 2	Education 2		
Rhetoric 3	Rhetoric 3		

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in ancient languages should have taken by graduation at least two years of modern languages.

LATIN-MODERN LANGUAGE

The Latin-Modern-Language Group is designed for those preferring literary training where more emphasis is placed on modern language.

Freshman ¹	Sophomore ¹	Junior	Senior
Latin 8 Modern Languages 8 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Latin 8 English 3 Psychology 4 Science 8 Physical Ed. 2 Modern Language 8	Latin 8 Modern Language 4 English Literature 2 Philosophy 6 Bible 3 Elective ² 9	Intro. Econ. or Prin. of Soc. 6 Religion 2 Elective ² 24

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in Latin should elect two years of Greek.

MODERN LANGUAGE

The Modern Language Group is designed for students desiring literary training in modern rather than in ancient languages.

Freshman ¹	Sophomore ¹	Junior	Senior
German 8 Ancient Language 8 History 6 English Literature 3 Public Speaking 2 Physical Ed. 2 Rhetoric 3	German 8 French 8 Ancient Language 8 Psychology 4 Physical Ed. 2 Rhetoric 3	Philosophy 6 German 4 French 8 Science 8 Bible 3 Philosophy 4	Intro. Econ. or Prin. of Soc. 6 English Literature 4 Religion 2 Elective 14 Rhetoric 6

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

ENGLISH-HISTORY

The English-History Group is designed to offer a broad training in English and history or to fit for teaching or for graduate work in these lines.

Freshman ¹	Sophomore ¹	Junior	Senior
History 6	English	English Lit. 7	Intro. Econ. or
English	Literature 6	History 6	Prin. of Soc. 6
Literature 3	History 6	Philosophy 4	English Lit. or
Modern	Modern	Elective ² 12	Rhetoric 6
Language 8	Language 8	Rhetoric 3	Politics 4
Science 8	Psychology 4		Philosophy 4
Public Speaking 2	Bible 3		Religion 2
Physical Ed. 2	Physical Ed. 2		Art History 3
Rhetoric 3	Rhetoric 3		Elective ² 7

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to do graduate work in English should elect at least two years of ancient language, two of German, and one of French. Students expecting to do graduate work in history should have taken by graduation two years of German and one year of French.

PHILOSOPHY-SOCIOLOGY

The Philosophy-Sociology Group is designed for those who desire to take their major and minor work in philosophy and sociology.

Freshman ¹	Sophomore ¹	Junior	Senior
History 6	Psychology 6	Philosophy 6	Sociology 6
Language 8	Politics 4	Prin. of Sociol. 6	Philosophy 6
Science 8	Sociology 2	Economics 6	Politics 4
English Lit. 3	Economics 4	History 6	English
Public Speaking 2	Bible 3	Science 6	Literature or
Physical Ed. 2	Language 8	Elective 2	Rhetoric 4
Rhetoric 3	Physical Ed. 2		Religion 2
	Rhetoric 3		Elective 10

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

MATHEMATICS-PHYSICS

The Mathematics-Physics Group is designed for those intending to teach mathematics or physics, or for those desiring to do graduate work in these studies.

Freshman	Sophomore	Junior	Senior
Mathematics 6	Mathematics 6	Mathematics 10	Intro. Econ. 6
Modern	Physics 10	Physics 8	Astronomy 3
Language 8	Modern	Chemistry 10	Mathematics or
History 3	Language 8	Elective 4	Physics 6
English Lit. 4	Psychology 4		Geology 4
Bible 3	Physical Ed. 2		Religion 2
Public Speaking 2	Rhetoric 3		Elective 11
Physical Ed. 2			
Rhetoric 3			

CHEMISTRY-SCIENCE

The Chemistry-Science Group is designed as a general culture course where chemical study is moderately emphasized, or as a course fitting for teaching chemistry and general science, or as a preliminary course for graduate work in chemistry. Those who expect to teach chemistry or to follow this course with graduate work, are advised to choose general chemistry, qualitative analysis, quantitative analysis, and organic chemistry.

Freshman	Sophomore	Junior	Senior
Chemistry 10 Mathematics 6 German 8 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Chemistry 8 Mathematics 6 German 8 History 3 Physical Ed. 2 Bible 3 Rhetoric 3	Chemistry 8 Physics 10, or Biology 8 Mineralogy 5 Psychology 4 Elective ¹ 5 or 7	Intro. Econ. 6 Geology 4 English Lit. 4 Religion 2 Elective ¹ 16

1. Students expecting to do graduate work in chemistry or physics should elect at least five additional hours of mathematics.

PREPROFESSIONAL GROUPS

HISTORY-POLITICS

The History-Politics Group is designed to prepare for the subsequent study of law or for graduate work in history, politics, or economics. It is recommended also for students expecting to enter a business career.

Freshman ¹	Sophomore ¹	Junior	Senior
History 6 Language 8 Science 8 Public Speaking 2 Physical Ed. 2 English Literature 3 Rhetoric 3	History 6 Politics 8 Language 8 Bible 3 Physical Ed. 2 Rhetoric 3 Elective 2	History 6 Intro. Econ. 6 English Lit. 4 Psychology 6 Elective ² 10	Prin. of Soc. 6 Philosophy 4 Religion 2 Elective ² 20

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students desiring to do graduate work should have taken by graduation two years of German and one year of French.

RELIGION-PHILOSOPHY

The Religion-Philosophy Group is designed for those who expect to study theology, or for those who desire to em-

phasize philosophy and religion while giving a proportionate time to language.

Freshman ¹	Sophomore ¹	Junior	Senior
Ancient Language 8 Bible 6 History 3 Science 8 Public Speaking 2 Physical Ed. 2 Rhetoric 3	Religion 8 Ancient Language 8 Psychology 5 Science 6 Physical Ed. 2 Rhetoric 3	Religion 6 Philosophy 4 Ancient Language 8 English Lit. 6 Elective 8	Philosophy 6 Introd. Econ. 6 History 6 Elective 14

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

BIOLOGY-CHEMISTRY

This group is planned for the benefit of students who wish to specialize somewhat during their college course in preparation for the study of medicine. Any who are looking forward to special courses in agriculture, domestic science, or any lines of applied biology or chemistry, may well plan their courses on the basis of a suitable modification of this group, made in conference with the heads of those departments.

Freshman ¹	Sophomore ¹	Junior	Senior
Biology 8 Modern Language 8 Mathematics 6 Economics 6 Physical Education 2 Rhetoric 3	Biology 8 or 12 (Course 5, or 3 and 4) Chemistry 10 Modern Language 8 History 3 Physical Education 2 Rhetoric 3	Biology 12 or 8 (Courses 3 and 4 or 5) Chemistry 8 Psychology 4 Bible 3 Elective 5-9	Physics 10 Sociology 6 English Literature 4 Religion 2 Elective 10

1. Persons expecting to do graduate work in biology should not fail to include in their undergraduate course a sufficient amount of work in German and French to give them a good reading knowledge of those languages.

SOCIAL SCIENCE

This group is designed for students who are particularly interested in social, political, or economic problems and who desire to specialize in these lines more largely than is possible in the other groups. It also furnishes a basis for the subsequent study of law and for graduate work in social science.

Freshman ¹	Sophomore ¹	Junior	Senior
Politics 4	Politics 6	Sociology 6	Sociology 6
Sociology 4	Economics 4	Economics 6	Economics 6
History 6	Science 10	Science 4	Philosophy 4
Modern	Modern	History 6	English Lit. 2
Language 8	Language 8	English	Elective ² 14
Bible 3	Physical Ed. 2	Literature 2	
Public Speaking 2	Rhetoric 3	Psychology 4	
Physical Ed. 2		Ethics 4	
Rhetoric 3			

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.
2. Students expecting to take graduate work in the social sciences should have completed before graduation two years of German and one of French.

ENGLISH-PUBLIC SPEAKING

The English-Public Speaking Group is designed for students who are looking forward to professional work in public speaking, or who expect to teach either English or public speaking.

Freshman ¹	Sophomore ¹	Junior	Senior
Modern	Modern	English Lit. 5	English Lit. 2
Language 8	Language 8	Public Speaking 3	Public Speaking 6
History 3	English Lit. 5	History 6	Philosophy 4
Public Speaking 3	Public Speaking 6	Education 6	Religion 2
English Lit. 5	Psychology 5	Introd. Econ. or	Rhetoric 3
Science 8	Bible 3	Prin. of Soc. 3	Elective 15
Physical Ed. 2	Physical Ed. 2	Rhetoric 2	
Rhetoric 3	Rhetoric 3	Sociology 3	
		Elective 5	

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

EDUCATION

The Education Group is arranged for students who expect to make teaching a profession and who wish a larger amount of education than is contemplated in the other groups.

Freshman ¹	Sophomore ¹	Junior	Senior
Foreign	Foreign	Education 6	Education 5
Language 8	Language 8	English Lit. 4	Introd. Econ. or
History 6	Psychology 4	Science 6	Prin. of Soc. 6
Science 8	Education 4	Elective 16	Religion 2
Bible 3	Physical Ed. 2		Elective 9
Public Speaking 2	Rhetoric 3		
Physical Ed. 2	Elective 11		
Rhetoric 3			

1. Algebra or trigonometry may be substituted in the freshman or sophomore year for courses not specifically required.

COURSE IN CHEMISTRY

It is the special aim of this course to offer facilities in training to those desiring to become chemists. The demand for chemistry, not only in teaching, but in many industries, is at present great and is rapidly increasing every year.

This course offers facilities for one to enter the field as a chemist, though it is not designed to fit one for any special line of chemical industry. With this foundation a short university course in special lines will equip one well to take up the specialty desired and to enter any field with reasonable prospect of successful advancement.

Freshman	Sophomore	Junior	Senior
Chemistry 10 German or French 8 Algebra 3 Trigonometry 3 Physical Education 2 Rhetoric 3 Elective 3	Chemistry 8 (Qual. Anal.) Mechanical Drawing 6 Analytic Geometry 6 Physics 10 Rhetoric 3	Chemistry 8 (Quant. Anal.) Chemistry (Industrial) 4 Calculus 10 Biology, or Mechanics, or Economic History and Theory of Economics, or Physics 10	Chemistry 10 (Organic) Chemistry 8 (Advanced Analysis) Geology 4 Mineralogy 5 Elective 5

PRE-ENGINEERING COURSE

Arrangement has been made with the University of Wisconsin whereby a graduate of Lawrence who completes the pre-engineering course may obtain the degree of S.B. in any of the lines of engineering in two additional years, or he may obtain in two years and two summers the professional degrees, C.E., E.E., etc., provided that in the case of civil engineers the sophomore surveying, and in the case of other engineers, a certain amount of shop work must be made up before graduation. This can usually be done in a summer session, and it is recommended that the summer following graduation at Lawrence be spent at the university in removing all conditions and in becoming adjusted to the technical course.

Freshman	Sophomore	Junior	Senior
German or French 8 Chemistry 10 Algebra 3 Trigonometry 3 Higher Algebra 2 Physical Education 2 Rhetoric 3	Analytic Geom. 6 Mechanical Drawing 6 Physics 10 Physical Education 2 Rhetoric 3 Elective (See list on p 120)	Calculus 10 Descriptive Geometry (or Mechanics) 4 Physical Education 1 Elective (See list below)	Mechanics (or Descriptive Geom.) 6 Elective (See list below)

The electives must be chosen from the list below, subject to the following restrictions:

1. Surveying (6 hours) is required of all but chemical engineers.

2. Astronomy (6 hours) is required of civil engineers.

3. At least four hours of economics are required of all.

4. Not more than the specified number of hours may be elected in any one subject.

5. Not more than seventeen hours may be taken in any semester, except as extra hours may be allowed under the rules permitting extra work.

Chemistry	Surveying 6	Biology 10	Psychology 6
Physics	Astronomy 6	Economics 10	Education 6
Mathematics	Geology 8	History 6	Hebrew History 3
English 4	Mineralogy 5	Literature 6	Christian Evidences 2

NORMAL SCHOOLS

Graduates from the present German and Latin courses of the state normal schools of Wisconsin are granted sixty-four unit hours of college credit toward the degree of bachelor of arts, provided that in the selection of studies in the normal school courses of college grade have been selected, preferably from science and mathematics, and provided further that students taking elementary foreign languages in the normal school must comply with the same language requirements as students entering the college with no foreign language.

Graduates from the present English course at the state normal schools of Wisconsin are granted sixty-four unit hours credit toward the bachelor of philosophy degree. In the selection of courses for graduation from Lawrence College at least sixteen unit hours of foreign language must be chosen.

SCHEDULE OF RECITATIONS

FIRST SEMESTER

8:00	3 Bible 1	M	W	F	2 History 7		T	Th
	2 Bible 7		T	Th	3 History 20	M	W	F
	4 Chemistry 6	M	T	W	3 Mathematics 1	M	W	F
	3 Economics 1	M	W	F	2 Mathematics 7		T	Th
	2 Education 1		T	Th	3 Physics 2	M	W	F
	3 English 1	M	W	F	2 Physics 3		T	
	3 English 25	M	W	F	2 Psychology 2		T	Th
	4 French 1		T	W	2 or 3 Psychology 3		W	F
	4 German 1		T	W	2 Religion 6		T	Th
	2 German 5		W	F	3 Sociology 1	M	W	F
9:30	2 German 13		T	Th	2 Sociology 3		T	Th
	4 Greek 1		T	W				
	3 Art 11	M	W	F	3 Geology 9	M	W	F
	5 Chemistry 1		T	Th	4 German 2	M	W	Th F
	3 Economics 2	M	W	F	2 German 6		T	Th
	3 Economics 3	M	W	F	2 German 8		W	F
	2 Economics 5		T	Th	3 German 14	M	W	F
	3 Education 3	M	W	F	4 Greek 2		T	W
	2 Education 11		T	Th	2 History 3		T	Th
	3 English 1	M	W	F	3 Mathematics 4	M	W	F
10:30	2 English 17		T	Th	1 Phys. Educ. 1	M	W	F
	3 English 39	M	W	F	3 Philosophy 3	M	W	F
	3 French 3	M	W	F	2 Philosophy 4			Th
	3 Geology 8		T	Th	3 Politics 3		T	Th
	3 Art 9	M	W	F	2 or 3 Greek 6		T	Th
	3 Education 5	M	W	F	3 Greek 14	M	W	F
	2 Education 7a		T	Th	3 History 1	M	W	F
	3 English 1	M	W	F	4 Latin 3		T	W
	1 English 19		T		1 Latin 4	M		
	3 English 40	M	W	F	5 Mathematics 5	M	T	W
11:30	3 French 4	M	W	F	1 Phys. Educ. 2		T	Th
	3 Geology 6	M	W	F	4 Physics 4	M	W	Th F
	2 German 3		T	Th	2 or 3 Philosophy 2		T	Th
	2 German 4		W	F	4 Politics 1		T	W
	2 German 10		W	F	3 Sociology 5	M	W	F
	3 Art 2	M	W	F	2 German 3		T	Th
	3 Bible 1	M	W	F	2 German 4		W	F
	2 Bible 5	M	W	F	3 History 1	M	W	F
	4 Biology 1		T	Th	3 History 9	M	W	F
	4 Chemistry 2	M	W	F	2 History		T	Th
1:30	4 Chemistry 3		T		3 Latin 6	M	W	F
	3 Economics 7	M	W	F	2 Latin 8		T	Th
	3 Engineering 3		T	Th	3 Mathematics 1	M	W	F
	3 Engineering 4	M	W	F	1 Phys. Educ. 2		T	Th
	3 English 1	M	W	F	4 Physics 1	M	T	W
	3 English 20	M	W	F	3 Politics 3			F
	4 French 1		T	W	2 Psychology 1		T	Th
	4 Geology 1	M	W	F	2 Pub. Speaking 1		T	Th
	4 German 1	M	T	W	2 Pub. Speaking 3		T	Th
	3 Education 9	M	W	F	2 Greek 10		T	Th
1:30	3 Engineering 1	M			5 Latin B	M	T	W
	3 English 1	M	W	F	1 Phys. Educ. 1	M	W	F
	3 English 36	M	W	F	2 Pub. Speaking 1		T	Th
	4 French 2		T	W	2 Religion 3		T	Th
	3 or 4 Greek 4	M	W	F				

2:30	2 Art 1		T	Th	1 Phys. Educ. 4		T	Th	
	3 Art 4	M	W	F	3 Physics 5	M	W	F	
	3 Biology 2		T		2 Philosophy 7		T	Th	
	5 Chemistry 1	M			3 Pub. Speaking 4		T	Th	
	3 English 8		T	Th	2 Religion 2			Th	
	5 Latin A	M	T	W	Th	F	3 Spanish 5or 6	M	W
	1 Phys. Educ. 1	M	W	F					
3:30	1 Art 12	M							
	1 Phys. Educ. 3		T		Th				
	2 Religion 1			Th	Th	F			

EVENING

1 Politics 5,	7 p. m. Th.	2 Philosophy 1	7 p.m. Th.
2 Greek 9	7 p. m. Tu.		

HOURS TO BE ARRANGED

4 Biology 5A	2 Mathematics 8
3 Biology 6	Physics Lab. 1 and 4
2, 3, or 4 Education 10	

LAB. PERIODS

Biology 1	1:30 - 4:30	M	W				
Biology 1	8:00 - 11:30		T	Th			
Biology 2	1:30 - 4:00			Th	F		
Chemistry 1	10:30 - 12:30		T	Th	8:00 - 10:00 Sat.		
Chemistry 1	2:30 - 5:00		T	Th	8:00 - 10:00 Sat.		
Chemistry 2, 3, 4, 5	1:30 - 5:00	M	T	W	Th	F	8:00 - 12:00 Sat.
Engineering 1	1:30 - 4:30			W		F	
Engineering 3	1:30 - 4:30		T		Th		
Physics 3	8:00 - 11:30		T		Th		

SCHEDULE OF RECITATIONS

SECOND SEMESTER

8:00	3 Bible 2	M	W	F	2 German 5		W	F		
	2 Bible 8		T	Th	2 German 13		T	Th		
	3 Chemistry 7	M	W	F	4 Greek 1		T	W	Th	F
	3 Economics 1	M	W	F	3 History 21	M	W	F		
	2 Economics 4		T	Th	3 Mathematics 2	M	W	F		
	2 Education 2		T	Th	3 Physics 2	M	W	F		
	3 English 2	M	W	F	2 Physics 3		T			
	2 English 18		T	Th	2 Psychology 2		T	Th		
	3 English 26	M	W	F	2 or 3 Psychology 4		W	F		
	4 French 1		T	W	Th	F	T	Th	F	
9:30	3 Geology 4		T	Th	2 Religion 7		T	Th	F	
	2 Geology 7		T	Th	3 Sociology 2	M	W	F		
	4 German 1		T	W	Th	F	T	Th		
	3 Art 6	M	W	F	3 Geology 8		T	Th		
	2 Art 10		T	Th	4 German 2	M	W	Th	F	
	5 Chemistry 1		T	Th	2 German 6		T	Th		
	3 Economics 2	M	W	F	2 German 8		W	F		
	3 Economics 3	M	W	F	3 German 15	M	W	F		
	2 Economics 6		T	Th	4 Greek 3		T	W	Th	F
	3 Education 4	M	W	F	2 History 4		T	Th		
	2 Education 12		T	Th	3 Mathematics 4	M	W	F		
	3 English 2	M	W	F	1 Phys. Educ. 1	M	W	F		
	2 English 4		T	Th	3 Philosophy 3	M	W	F		
	2 English 21		T	Th	2 Philosophy 5		T	Th		
	3 English 37	M	W	F	3 Polittics 4		T	Th		
	3 French 3	M	W	F	2 Sociology 7		T	Th		

10:30	2 Biology 7	T	Th	2 or 3 Greek 7	T	Th	
	2 Economics 9	T	Th	3 History 2	M	T	W F
	3 Education 6	M	W	F	4 Latin 3	M	T W Th F
	2 Education 8	M	T	Th	1 Latin 4	M	T W Th F
	3 English 2	M	T	W F	5 Mathematics 6	M	T W Th F
	2 English 33	M	T	Th	2 Mathematics 10	T	Th
	3 English 40	M	W	F	1 Phys. Educ. 2	T	Th
	3 French 4	M	W	F	4 Physics 4	M	T W Th F
	5 Geology 5	M	T W	Th F	2 or 3 Philosophy 2	T	Th
	2 German 3	T	Th		3 Philosophy 6	T	W F
11:30	2 German 4		W	F	4 Politics 2	T	W Th F
	2 German 10		W	F	3 Sociology 6	M	W F
	3 Art 3	M	W	F	2 German 3	T	Th
	2 Art 5	M	T	Th	2 German 4	T	W F
	3 Bible 2	M	T	W F	2 Greek 11	T	Th
	2 Bible 6	M	T	Th	3 Greek 12	M	T W F
	4 Biology 1	M	T	Th	3 History 2	M	T W F
	4 Chemistry 2	M	T	W F	2 History 8	M	T W Th F
	4 Chemistry 3	M	T	W F	3 Latin 6	M	T W F
	3 Economics 8	M	T	W F	2 Latin 8	M	T W Th F
1:30	3 Engineering 3	M	T	Th	3 Mathematics 2	M	T W F
	3 Engineering 4	M	T	W F	1 Phys. Educ. 2	M	T W Th F
	2 English 5	M	T	Th	4 Physics 1	M	T W Th F
	2 English 10	M	T	Th	3 Politics 4	T	Th
	4 French 1	M	T W	Th F	2 Psychology 1	T	Th
	4 Geology 2	M	T W	F	2 Pub. Speaking 2	T	Th
	4 German 1	M	T W	F	2 Pub. Speaking 3	T	Th
	3 Education 9	M	T	W F	5 Latin B	M	T W Th F
	3 Engineering 1	M	T	Th	2 Mathematics 3	M	T W F
	3 English 2	M	T	W F	1 Phys. Educ. 1	M	T W F
2:30	3 English 6	M	T	W F	3 Physics 7	M	T W F
	4 French 2	M	T W	Th F	2 Psychology 5		F
	3 or 4 Greek 5	M	T	W F			
	3 Art 7	M	T	W F	1 Phys. Educ. 4	M	T W Th
	2 Art 8	M	T	Th	2 Physics 5	M	T W Th
	3 Biology 2	M	T	Th	2 Philosophy 8	M	T W Th
	5 Chemistry 1	M	T	Th	3 Pub. Speaking 4	M	T W Th F
	3 English 8	M	T	Th	2 Religion 2	M	T W Th F
	5 Latin A	M	T W	Th F	3 Spanish 5 or 6	M	T W Th F
	1 Phys. Educ. 1	M	T W	F			
3:30	3 Geology 3	M	T	W F			
	1 Phys. Educ. 3	M	T	Th			
	2 Religion 1		T	Th F			
2 Philosophy 1				7:00 p. m	Th		

HOURS TO BE ARRANGED

4 Biology 5B	2 Mathematics 8
2, 3, or 4 Education 10	Physics Lab. 1 and 4
2 or 3 Greek 8	2 Physics 9

LAB. PERIODS.

Biology 1	1:30 - 4:30	M	W		
Biology 1	8:00 - 11:30	T	Th		
Biology 2	1:30 - 4:00		Th	F	
Chemistry 1	10:30 - 12:30	T	Th		8:00 - 10:00 Sat.
Chemistry 1	2:30 - 5:00	T	Th		8:00 - 10:00 Sat.
Chemistry 2, 3, 4, 5	1:30 - 5:00	M	T W	Th F	8:00 - 12:00 Sat.
Engineering 1	1:30 - 4:30		W	F	
Engineering 3	1:30 - 4:30	T	Th		
Physics 3	8:00 - 11:30	T	Th		

DESCRIPTION OF COURSES

I. ART HISTORY AND SOCIAL ESTHETICS

PROFESSOR FAIRFIELD

1. **Studies in Appreciation.**—First Semester. Tu. Th., 2:30. Credit, 2 hours.

The purpose of this course is to introduce the student to the great masterpieces of art and to cultivate in him an appreciation of beauty wherever he finds it.

2. **Greek Art.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

The chief interest of the course centers in the major arts of architecture and sculpture. Special attention is given to the great age of Pericles in Athens.

3. **Roman and Medieval Art.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Roman culture, particularly its architecture and sculpture; the beginnings of Christian art; the great church mosaics; the crafts; the development of architecture, culminating in the Gothic; the Moorish art in Spain and in the Orient.

4. **The Italian Renaissance.**—First Semester. M. W. F., 2:30. Credit, 3 hours.

The causes of the rise of the free cities and free thought in Italy; the art life of Pisa, Florence, and Rome; the various forms of art; the great masters, Donatello, Leonardo, Raphael, Correggio, and Michelangelo; and the great evolution that made them possible.

5. **Venetian and Spanish Painting.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: Art History 4.

A limited field and a special art make possible detailed study. Recommended for juniors and seniors only.

6. The Northern Renaissance.—Second Semester. M. W. F., 9:30. Credit, 3 hours.

The content of this course is Flemish, Dutch, and German art from the revival of learning to the nineteenth century. Naturally, painting is most prominent with the names of Durer and Holbein, Rubens and Van Dyck, Ruisdael, Hals, and Rembrandt.

7. French Art.—Second Semester. M. W. F., 2:30. Credit, 3 hours.

A study of all the important forms of art in France from the beginning through the Gothic and the Classical to the Impressionists and Rodin. Emphasis is placed on the nineteenth century, both for its influence on the art of other nations and for the great names of Delacroix, Corot, Rousseau, Millet, Courbet, Puvis de Chavannes, Barye, Rude, Dalou, and Rodin.

8. Nineteenth Century Art.—Second Semester. Tu. Th., 2:30. Credit, 2 hours.

The chief countries considered are Germany, England, and the United States, though important artists and movements in others are included. Particular attention is given to our own country,—the evolution of its architecture, public and domestic; our chief sculptors, with detailed study of St. Gaudens; painters, with special reference to the more recent.

9. Introduction to Architecture.—First Semester. M. W. F., 10:30. Credit, 3 hours.

All the great monumental buildings of the world will be passed in review.

10. The House.—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

In this course the general principles of esthetics are applied to the problem of the American home. The main topics treated are the evolution of the house, various types, the site, house plans and planning, materials and their relative value, construction and finish, fittings and sanitation,

principles of decoration, and their application to wood work, walls, floors, and furniture.

11. **Civic Art.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

City planning; the approach; the civic center; the street and its furnishings; the square; the residence district; the park; evils and their repression. After the general study of principles and their illustrations in various cities, each student will make a special study of one or more cities and organize his information into a class report.

12. **Composition.**—First Semester. M., 3:30. Credit, 1 hour. Elective only for those who are taking studio work in the School of Art.

A study of composition and design in the pictures of the masters of painting, with special reference to the problems of the practical worker. A part of the time will be given to the problem of picture study in the public schools.

ASTRONOMY

(See Department of Mathematics, page 161.)

II. BIBLICAL LITERATURE

PROFESSOR NAYLOR

The minimum of three hours credit required in this department of all protestant students should be taken before the beginning of the junior year. Courses I and II bear history credit if the requirement in this department is covered by some other course. The method of the study in all of the courses is historical rather than critical.

1. **Hebrew History.**—First Semester. M. W. F., 8:00 or 11:30. Credit, 3 hours.

Hebrew History (From the conquest of Canaan,—1200 B.

C., until the fall of Jerusalem, 586 B. C.) is fundamental in the interpretation of the history, literature, law, social science, philosophy, and religion of both Old and New Testament times. The problems of authorship, inspiration, revelation, and interpretation, more naturally arise and are more readily settled in the study of Hebrew history than in any other Bible study. Texts: *The American Standard Revised Bible* and Kent's *History of the Hebrew People*.

2. Jewish History.—Second Semester. M. W. F., 8:00 or 11:30. Credit, 3 hours.

The history of the Jews from the captivity (586 B. C.) to the time of Christ, including the Maccabean struggle for liberty. The study is based upon the literature of the great prophets of the exile and the libraries and monuments of Assyria and Egypt. Texts: *The American Standard Revised Bible* and Kent and Riggs's *History of the Jewish People*.

3. The Life and Times of Christ.—First Semester. T. Th., 8:00. Credit, 2 hours, or, with collateral, 3 hours. Not given in 1914-15.

A survey of the life and teachings of Christ in their historical relations. Texts: Burton and Matthews's *Life of Christ* and Stevens and Burton's *Harmony of the Gospels*.

4. The Apostolic Age.—Second Semester. Tu. Th., 8:00. Credit, 2 hours, or with collateral, 3 hours. Not given in 1914-15.

A study in chronological and logical order of New Testament literature from Acts to Revelation, tracing the origin and expansion of early Christianity in relation to its Jewish and Roman environment. Texts: *The American Standard Revised Bible* and Gilbert's *Apostolic Age*.

5. The Literary Study of the Bible (a).—First Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.

A survey of the literary elements in the Bible—as, lyric

and epic, story, idyl, and drama,—with especial emphasis upon the wisdom literature of the books of Proverbs, Ecclesiasticus, Ecclesiastes, the Wisdom of Solomon, and Job. Texts: Moulton's *Literary Study of the Bible* and *Modern Reader's Bible*.

6. The Literary Study of the Bible (b).—Second Semester. Tu. Th., 11:30. Credit, 2 hours, or, with collateral, 3 hours.

A study of the origin and development of the prophetic literature of the Old Testament and its counterpart in gospel, epistle, and apocalypse of the New. The course involves a literary survey of the work and teachings of the prophets and apostles in their roles as seers, statesmen, social reformers, and religious leaders. Texts: Harper's *Prophetic Element of the Old Testament* and Moulton's *Literary Study of the Bible* and *Modern Reader's Bible*.

7. The Social Teachings of Jesus.—First Semester. Tu. Th., 8:00. Credit, 2 hours, or, with collateral, 3 hours.

The study includes a comparison of Jesus' social ideal, "The Kingdom of Heaven," with the various modern schemes for social amelioration; such as, communism, socialism, anarchism, trade unionism, coöperative commonwealth, etc. Matthews's *Social Teachings of Jesus* is used as a general guide to the study.

8. The Social Effects of Jesus' Teachings.—Second Semester. Tu. Th., 8:00. Credit, 2 hours, or, with collateral, 3 hours.

A study of the rise of the Christian Church; the influence of Christianity upon the peoples of decadent Rome; the relation of Christianity to the social evolutions culminating in the nationalization of Europe, and to the world-wide social transformation of the nineteenth century. Kidd's *Social Evolution* is used as a general guide.

III. BIOLOGY

PROFESSOR MULLENIX

Students who wish to major in Botany, should take courses 1 and 2, and at least ten hours from courses 3, 4, 5, and 6. Those wishing a minor may offer Biology 1, supplemented by 2 or 4. In exceptional cases, courses 3, 5, or 6 may be counted toward a minor. Courses 1, 2, and 4 should be taken as a minimum by any who intend teaching biological subjects in high-schools.

1. **General Biology.**—Throughout the year. Tu. Th., 11:30; Laboratory M. W., 1:30—4:00, or Tu. Th., 8:00—11:30. Credit, 8 hours.

An introduction to the fundamental facts and principles of biological science; the characteristics and powers of living matter; comparison of plants and animals, and a discussion of their interrelations; a comparative study of the structure and physiology of the various types of animals; the theory of descent; the modern study of heredity; biological principles as related to social problems.

2. **General Botany.**—Throughout the year. Recitations, Tu., 2:30; Laboratory, Th. F., 1:30—4.00. Credit, 6 hours.

A study, in the field and in the laboratory, of the gross structure, the adaptations, and the external relations of common flowering plants, followed by a detailed study of the gross and minute structure and the physiology of representatives of each of the great groups of plants, beginning with algae and fungi, and concluding with the more important families of flowering plants.

3. **Comparative Anatomy of Vertebrates.**—Throughout the year. Hours to be arranged. Credit, 6 hours.

Prerequisite: Biology 1. Alternate years. Not given in 1914-1915.

The dissection and comparative study of a fish, an amphibian, a bird, and a mammal. Premedical students and those majoring in biology are advised to take this course simultaneously with Biology 4.

4. Human Physiology.—Throughout the year. Tu. Th., 10:30. Laboratory, F., 1:30—4:00. Credit, 6 hours. Alternate years. Not given in 1914-1915.

The physiological processes of the human body. The laboratory work includes a study of mammalian anatomy, experimental work in the chemistry of foods and of digestion, the physiology of ciliated epithelium, muscle, and nerve; other physiological experiments, as time permits. Premedical students and those majoring in Biology are advised to take this course simultaneously with Biology 3.

5A. Animal Histology.—First Semester. Hours to be arranged. Credit, 4 hours. Prerequisite: Biology 1.

This course furnishes the student with the technique involved in the preparation and microscopic study of animal tissues and organs. Continuous with Biology 5B.

5B. Embryology.—Second Semester. Hours to be arranged. Credit, 4 hours. Prerequisite: Biology 1.

A study of the structure of somatic and germ cells; maturation and fertilization; cleavage and differentiation of cells; early stages in the development of the chick.

6. Bacteriology.—First Semester. Hours to be arranged. Credit, 3 hours. Prerequisite: Biology 1 or 2.

A study of bacteria and other microorganisms, with special reference to their influence on human life and industry; the microbiology of air, water, milk and other foods, soil, sewage; microorganisms as disease producers; infection, susceptibility, immunity.

7. Hygiene and Sanitation.—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

An informational lecture course, with no laboratory work. The care of the body and the preservation of personal health; domestic and public hygiene and sanitation; municipal supervision of public health; some ancient and modern theories and practices as to the causes, cure, and prevention of disease; foods and their inspection; private and public water supplies; sewers and drains; epidemics,—their prevention and control. A free elective, which may not be offered in satisfaction of science requirements.

BOTANY

(See Department of Biology, page 129.)

IV. CHEMISTRY

PROFESSOR YOUTZ AND MR. WEIGLE

Students choosing chemistry as a major should select courses 1 and 2, and either 3 or 5, or both. It is also preferable for them to elect mathematics through calculus, and considerable work in one or more collateral sciences. Those expecting to follow chemistry professionally should select mathematics and collateral sciences as above indicated, with courses 1, 2, 3, 5, and, if possible, 4 and 7 in chemistry. The languages best suited for those specializing in chemistry are three years of German and one or two of French, including the language offered from the high-school.

1. General Inorganic Chemistry.—Throughout the year. Tu. Th., 9:30, and M., 2:30. Credit, 10 hours. Prerequisite: Elementary Physics.

By a rather detailed study of oxygen, hydrogen, water, chlorine, and hydrogen chloride, the fundamental characteris-

tics of chemical change, the gas laws, equivalents, formulae, and atomic weights are developed. Following this is a systematic study of the history, occurrence, preparation, properties, and compounds of most of the common elements, during which the ionic hypothesis receives attention. In the latter part of the course elementary testing of metallic and non-metallic ions is considered. Three lectures or recitations, and five hours laboratory work per week.

2. Qualitative Analysis.—Throughout the year. M. W. F., 11:30. Credit, 8 hours.

A systematic study of the acidic and basic ions, beginning with the simpler compounds and finally analyzing complex mixtures, ores, alloys, and other commercial products. One or two lectures or recitations, and five to eight hours laboratory work per week.

3. Quantitative Analysis.—Throughout the year. Tu., 11:30. Credit, 8 hours. Prerequisites: Chemistry 1 and 2.

Preparation of pure sodium chloride and potassium magnesium sulphate. Determination of the sensibility of the balance, water by ignition and by absorption, chloride, sulphate, magnesium, alumina in potash alum, and iron in iron wire. Analysis of coal and heat value. Volumetric methods applied to the analysis of caustic soda, ammonium chloride, iron ore, bleaching powder, and sulphite liquors. Electrolytic and volumetric analysis of copper ore, and analysis of limestone and feldspar. Quantitative calculations are studied throughout.

4. Advanced Quantitative Analysis.—Throughout the year. Credit, 8 hours. Prerequisite: Chemistry 3.

This course may be varied to suit the requirements of the student. The most common combinations are: (1) sanitary water analysis, gas, fertilizer, and food analysis; (2) analysis of water, gas, paints, lubricating oils, soaps, minerals, and other industrial products.

5. **Organic Chemistry.**—Throughout the year. M. W., 10:30. Credit, 10 hours. Prerequisites: Chemistry 1 and 2.

The two lectures or recitations are accompanied by eight hours of laboratory work per week. The course comprises a systematic study of the different classes of carbon compounds with numerous syntheses in the laboratory. Special emphasis is laid on the testing of the properties of the compounds prepared, and the study of the class reactions.

6. **Industrial Chemistry.**—First Semester. M. T. W. F., 8:00. Credit, 4 hours. Prerequisites: Chemistry 1, 2, and 5.

A study of the chemistry of manufacturing industries as carried out on a large scale. Local manufacturing plants are visited and reports made upon them as far as possible. Thorp's *Industrial Chemistry* is used, accompanied by additional notes, lectures, and references.

7. **Chemistry of Daily Life.**—Second Semester. M. W. F., 8:00. Credit, 3 hours.

Lectures and class demonstrations. Designed for those students who do not elect Chemistry 1, but who desire to gain some systematic information on chemical processes of a simple nature involved in every day life. In the course are included elementary chemical principles, the chemistry of sanitation, combustion and fuels, agriculture and agricultural products, foods and cooking, beverages, textiles, soaps, paints, paper making, glass and ceramics, photography, and medicines.

V. ECONOMICS AND POLITICS

PROFESSOR ATKINSON AND PROFESSOR CRAFER

ECONOMICS

1. **Principles of Economics.**—Throughout the year. M. W. F., 8:00. Credit, 6 hours.

The study takes up in some detail the laws of the pro-

duction, distribution, and consumption of wealth and their application to the current problems of capital and labor, the tariff, money and banking, monopolies, taxation, etc. Text: Taussig's *Principles of Economics*.

2. **Economic History.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours.

A critical study of the social and industrial history of England, followed by an investigation of the economic growth of our own nation through the successive periods of colonial development, struggle for independence, westward expansion, and industrial organization. Lectures and assigned readings, with special use of Cheyney's *Introduction to the Industrial and Social History of England*, Briggs's *Economic History of the United Kingdom* and Bogart's *Economic History of the United States*.

3. **The Corporation.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Economics 1.

The first semester the subject of corporation finance will be studied, covering the method of legal organization and promotion of companies, sale of securities, raising and disbursement of funds, etc. Text: Lough's *Corporation Finance*. The second semester will cover a systematic study of the "trust problem," with a brief introduction on the growth of the corporate form of business and large scale industry in the United States. Text: Van Hise's *Concentration and Control*. Given by Professor Crafer.

4. **History of Economic Theory.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Economics 1.

A course covering the essential points in the writings of the master minds in the history of economic theory,—Adam Smith, Mill, Ricardo, Malthus, Jevons, and others.

5. **Money and Banking.**—First Semester. T. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1.

In this course will be discussed the nature and functions

of money and credit, methods of their production and regulation, the forms and practical methods of banking in the United States and in foreign countries, and the recent movement for banking and currency reform. Given by Professor Crafer.

6. Public Finance.—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Economics 1 or 2, or Politics 1.

This course covers such topics as the historical development of taxation, the various forms of public revenue, the general property tax, income and inheritance taxes, the "single tax," and the history and methods of the recent tax reforms in America and abroad, particularly in England. Text: Seligman's *Essays on Taxation*, with references to Bullock's *Select Readings* and to current literature on the subject. Given by Professor Crafer.

7. Business Management.—First Semester. M. W. F., 11:30. Credit, 3 hours.

A general survey of the field of modern business, including the organization of agricultural, manufacturing, and mercantile industries, stock and produce exchanges, salesmanship, advertising credits, and collections, concluding with a special study of factory organization and administration, and a series of lectures on the principles of business efficiency. Texts: Sparling's *Business Administration*, Duncan's *Principles of Industrial Management* and Cleveland's *Funds and their Use*. Given by Professor Crafer.

8. Transportation.—Second Semester. M. W. F., 11:30. Credit, 3 hours.

This course will embrace a study of the elementary practical aspects of modern transportation,—by steam railway, electric railway, and ocean and inland waterways; Texts: Johnson's *Elements of Transportation*, Morris's *Railroad Administration* and Haines' *Problems in Railway Regulation*. Given by Professor Crafer.

9. **Business Law.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

This course embraces the elementary principles of law relating to contracts, sales, negotiable instruments, common carriers, agency, partnerships, corporations, bankruptcy and insolvency. Emphasis is laid upon the legal problems of everyday business. Textbooks, lectures, discussions of cases. Given by Professor Crafer.

POLITICS

1. **American Politics.**—First Semester. Tu. W. Th. F., 10:30. Credit, 4 hours.

A study of the forms, principles, and practical workings of the American local, state, and national governments, with discussions of present political standards, party platforms, and political tendencies of the time. Special attention is given to current literature on the subject. Text: Beard's *American Government and Politics*.

2. **Comparative Politics.**—Second Semester. T. W. Th. F., 10:30. Credit, 4 hours.

A comparative study of the forms of government and contemporary political problems of the leading modern nations, including especially England, Germany, France, and Switzerland. Text: Ogg's *Governments of Europe*, supplemented with assigned readings in leading texts on government.

3. **Municipal Government.**—First Semester. Tu. Th., 9:30; F., 11:30. Credit, 3 hours.

A study of the organization and administration of city government, especially in the United States. Special attention will be given to current movements in municipal politics. Text: Beard's *American City Government*, supplemented with readings from the best texts on European city governments.

4. **International Law.**—Second Semester. Tu. Th.,

9:30; F., 11:30. Credit, 3 hours. Prerequisite: Politics 1.

A systematic discussion of the subjects, sources, and divisions of international law and of the general system of the rules of peace, war, and neutrality now operating among civilized nations. Readings and reports. Text: Hershey's *Essentials of International Law*.

5. **Parliamentary Procedure.**—First Semester. Th., 7:00 p. m. Credit, 1 hour.

A study of the rules of procedure of parliamentary bodies, with special reference to the practical workings of the Congress of the United States. Lectures will be given on the origin and development of the Committee on Rules of the House of Representatives. The course will include thorough parliamentary drills designed to prepare students to preside at conventions and public meetings.

VI. EDUCATION

PROFESSOR ROGERS

The courses in this department may be divided into two groups, one dealing with the theory of education and the other with the practical problems of school work. The former include such courses as 1, 2, 4 and 8; the latter, such courses as 3, 5 and 9. Students taking work in this department should divide their courses about equally between the two groups.

Seven hours are required in education for a teacher's certificate based on a diploma. If a student does not take a departmental teachers' course, he should take nine hours in this department. Freshmen are not admitted to classes in Education except by special permission of the head of the department.

1. **History of Education.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

A study of the development of educational principles and institutions as found among primitive, ancient, and medieval people, with special reference to their bearing upon present-day educational problems.

2. **History of Modern Education.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Education 1.

A study of the development of educational standards and institutions in Europe and America since the Renaissance. The theories of the leading educators of the different periods will be interpreted and compared, and their influence upon present educational theory indicated.

3. **Secondary Education.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

This course deals with the relation that the high school bears to the colleges and universities on the one hand, and to the elementary schools on the other; the organization, administration, curriculum, present tendencies, and problems are also considered.

4. **Educational Psychology.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: Psychology 1.

A course treating of mental development and the psychological basis of educational theory, with special consideration of the more important topics of educational psychology; such as, original and acquired traits, individual differences, etc., in connection with recent literature on the same.

5. **School Administration.**—First Semester. M. W. F., 10:30. Credit, 3 hours.

A consideration of the problems of organization, legal status, agencies for administrative control of state and municipal school systems. Some attention will be given to special schools of various types.

6. Comparative Education.—Second Semester. M. W. F., 10:30. Credit, 3 hours.

A study of the evolution of the educational systems of England, France, and Germany, with special reference to their influence on the development of secondary schools of the United States.

7a. Principles of Moral Education.—First Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of psychological and social factors which function in the development of social ideals during childhood and adolescence. The principles, materials, and methods of moral education will be considered.

7b. Philosophy of Education.—First Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1914-15.

A study of the educative process as a whole. The biological, psychological, and social factors in the educational situation will be considered both for their educational value in giving an insight into school as a social institution and for their practical value in giving a basis for the formation of fundamental principles.

8. Social Education.—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

A study of the relation of the school to social conditions, as reflected by aims, organization, curricula, methods, etc. The social nature of the child, and how manifested at different periods of development, will be considered. This course alternates with Education 7a.

9. Principles of Teaching.—First and Second Semesters. M. W. F., 1:30. Credit, 3 hours. Prerequisite: Education 2, or 8 and 3.

The fundamental theories of education considered in their relation to the curriculum; also a consideration of the practical problems of the curriculum and methods of teach-

ing. Number in class limited to make effective observation work possible.

10. Educational Seminar.—Throughout the year. Hours to be arranged. Credit, 2, 3, or 4 hours.

This course furnishes an opportunity to students who wish to investigate special problems in education. The assigned readings and reports will provide material for theses for students majoring in education. Students admitted to this course by special permission of the professor in charge.

11. Child Study.—First Semester. Tu. Th., 9:30. Credit, 2 hours.

A course on the physical, intellectual, moral, and religious development of children. It is designed to present the facts concerning the nature and development of the mind during childhood and early youth, with special reference to the meaning of these facts to parents and teachers. Special emphasis will be given to problems connected with the religious development of the child and Sunday-school work. Not credited toward minimum requirements for a teacher's certificate.

12. Principles and Methods of Religious Education.—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

After a brief survey of the fundamental principles of religious education, the historic development, principles of organization and administration, curriculum and methods of teaching in the Sunday-school will be considered. Not credited toward the minimum requirement for a state teacher's certificate.

Religious Education.—

In order to meet the increasing demand for leaders in religious education and social work, courses 11 and 12 above are offered. The first deals with the nature of the child, while the second deals with the work of the Sunday-school.

The awakened interest in the religious training of the child has caused the churches of all denominations to look to the colleges for young men and young women who are

capable of leadership in Sunday-school work, and especially in the training of teachers. College students should be prepared to meet this demand for service. The following group of courses is suggested as a foundation for this work: (a) **Biblical Literature** 1, 2, 6, and 7; (b) **Religion** 2; (c) **Education**, courses 9, 11, and 12.

Students presenting to the International Sunday School Board a certified statement of the completion of four hours in (a), two hours in (b), and four hours in (c), will receive the diploma which the Board grants to Sunday-school teachers who have completed its regular advanced teachers' training course.

ENGINEERING

(See Department of Mathematics, page 160.)

VII. ENGLISH

PROFESSOR SPENCER, ACTING PROFESSOR ROBINSON,
AND DEAN CARTER

Courses 1 and 2 are required of all students for graduation; courses 20 and 21, of all students taking a major or a minor in English. Public Speaking 2, 3, and 4 may be offered toward a major or a minor in English, provided the number of such hours does not exceed ten for a major or six for a minor. English 1 and 2 may not be counted toward a major or a minor in English.

1. **Rhetoric and English Composition.**—First Semester, and Second Semester if necessary. Six Sections: M. W. F., 8:00, 9:30, 10:30, 11:30, 1:30. Credit, 3 hours. Required of all freshmen.

A practical course in theme writing, designed to teach clearness, correctness, and effectiveness of expression. Emphasis is placed upon writing of the most practical sort. Regular appointments for individual criticism are made with de-

linquent students. Fortnightly, weekly, and daily themes are written, according to the needs of the individual student.¹

2. Advanced Composition.—Second Semester. Four Sections: M. W. F., 8:00, 9:30, 10:30, 1:30. Credit, 3 hours. Required of all sophomores. Prerequisite: English 1.

This course purposes to give training in structural technique and in all four forms of composition, with major emphasis on exposition and argumentation. Daily, weekly, and fortnightly themes are written, according to the needs of the individual student.

4. Business English.—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: English 1.

A study of English composition as adapted to advertising, law, buying, selling, and the routine correspondence of the practical business man. Designed especially for students electing work in the preprofessional groups of studies. Number in class limited to twenty.

5. Expository Writing.—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 2.

A systematized course in expository writing. A study of the nature, processes, functions, and special applications of exposition. Daily and fortnightly themes.

6. Narrative Writing.—Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisite: English 1.

Narrative composition based largely on a study of the short-story. Theory and practice. Lectures, discussions, and short-story writing.

8. Argumentation.—Throughout the year. Tu. Th., 2:30. Credit, 6 hours.

Given by Professor Orr. See Public Speaking 4.

1. On the completion of this course, only a provisional passing grade is given. If at any time later in his college course a student is reported careless or deficient in his English composition, he may be required to take additional work in the subject.

10. **Oration Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1.

Given by Professor Orr. See Public Speaking 2.

15. **News Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisite: English 1. Not given in 1914-15.

What is news; getting the news; structure of the news story; types of stories; the localization and making of news.

17. **Advanced Grammar and Composition.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

Mainly a study of grammar. Designed primarily for prospective teachers of English.

18. **The Teaching of English.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisites: English 2, 20, and 21.

The aims, methods, and organization of the English work in the high-school; a brief study of textbooks; practice in the correction of themes. Prospective teachers of English must have completed or have registered for this course before recommendation to teach will be given by the department.

19. **English Versification.**—First Semester. Tu., 10:30. Credit, 1 hour.

The structure of English verse; a historical account of English versification; metrical and rhythmical theories.

20. **Introduction to English Literature.**—First Semester. M. W. F., 11:30. Credit, 3 hours.

A historical and appreciative study of English literature from Beowulf to the present time. Emphasis is laid on the development of new forms, on the relation of the literature of each period to that preceding and that following, and on the connection between literature and national history and life.

21. Introduction to American Literature.—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

Preliminary lectures on the literature of the Colonial and the Revolutionary periods, to bring before the student the earliest departures from English traditions and models. The emphasis of the course is laid on the poets, essayists, and novelists of the nineteenth century.

25. English Literature, 1557-1660.—First Semester. M. W. F., 8:00. Credit, 3 hours.

This course covers with some minuteness the non-dramatic literature of the last half of the sixteenth and the first half of the seventeenth centuries, and is intended to give the student a first-hand knowledge of the chief non-dramatic masterpieces of this period. The drama is omitted because it is included in English 39 and 40. Alternate years.

26. English Literature, 1660-1744.—Second Semester. M. W. F., 8:00. Credit, 3 hours.

Similar in scope and purpose to English 25, except that the drama is included in this course. Alternate years.

27. English Literature, 1744-1832.—First Semester. M. W. F., 8:00. Credit, 3 hours. Not given in 1914-15.

Similar in scope and purpose to English 25, except that all forms of literature are included in this course. Alternate years.

28. English Literature, 1832-1909.—Second Semester. M. W. F., 8:00. Credit, 3 hours. Not given in 1914-15.

Similar in scope and purpose to English 25, except that all forms of literature are included. Alternate years.

30. The Essay.—Second Semester. Tu. Th., 10:30. Credit, 2 hours. Not given in 1914-15.

Mainly a study of De Quincey, Carlyle, Macaulay, and Arnold. Alternate years.

31. **The English Novel.**—Second Semester. M. W. F., 10:30. Credit, 3 hours. Not given in 1914-15.

A historical and appreciative study of English fiction from Richardson to Kipling. Students will be expected to have already read the follow novels: Defoe's *Robinson Crusoe*; Goldsmith's *Vicar of Wakefield*; Austen's *Pride and Prejudice*; Scott's *Ivanhoe*, *Kenilworth*, and *Talisman*; Dickens's *David Copperfield*, *Tale of Two Cities*, and *Oliver Twist*; Thackeray's *Vanity Fair* and *Henry Esmond*; and George Eliot's *Adam Bede*, *Silas Marner*, and *Romola*. Alternate years.

33. **The Romantic Movement.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

After a brief preliminary discussion of the earliest phases of the Romantic Movement, the work proceeds with a careful study of the poetical works of Wordsworth, Coleridge, Byron, Shelley, and Keats. Alternate years.

35. **Wordsworth.**—First Semester. Tu. Th., 2:30. Credit, 2 hours. Prerequisite: English 2. Not given in 1914-15.

A study of his principal poems and of his age.

36. **Tennyson.**—First Semester. M. W. F., 1:30. Credit, 3 hours.

All of Tennyson's works are read in chronological order, emphasis being placed upon *In Memoriam* and the *Idylls of the King*. Collateral readings are taken from the dramas. Especial attention is given to Tennyson's place in the development of English poetry, to the characteristic qualities of his verse, and to his close relation to the general currents of thought of his time.

37. **Browning.**—Second Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisites: English 1 and six additional hours of English.

A study of his principal poems and of his age. Collateral readings are taken from his dramas.

39. **The Elizabethan Drama.**—First Semester. M. W. F., 9:30. Credit, 3 hours. Prerequisite: English 2.

The work begins with a study of the early conditions that shaped and made possible the Elizabethan drama. The plays selected for study are chosen not only for their literary and dramatic value, but also for their importance in the history of the English drama. Alternate years.

40. **Shakspeare.**—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: English 2, 20, and 21.

All of Shakspeare's works are read in an approximately chronological order. Shakspeare's development as an artist, his relation to contemporary playwrights, and his place in the history of the English drama receive especial attention. Collateral readings are taken from contemporary Elizabethan dramatists.

ETHICS

(See Department of Psychology and Philosophy, page 169.)

FRENCH

(See Department of Romanic Languages, page 174.)

VIII. GEOLOGY AND MINERALOGY

PROFESSOR BAGG

Mineralogy is required of all students who make Geology a major. Students of chemistry and engineering should elect courses 5 and 6. Courses 8 and 9 are planned for students who expect to teach science.

1. **General Geology.**—First Semester. M. W. F., 11:30. Credit, 4 hours.

A study of the agents and processes involved in the earth's development. One laboratory period required when field trips are not taken. Text: Scott's *Introduction to Geology* (Revised Ed.)

2. Historical Geology.—Second Semester. M. W. F., 11:30. Credit, 4 hours.

A continuation of course 1, discussing the subdivisions of geologic history and the laws governing deposition of rock strata, together with a critical review of the life developed during each epoch. Laboratory and field work deal especially with type fossils found in Wisconsin. Texts: Scott's *Introduction* and Chamberlin and Salisbury's *Geology*, vols. ii and iii.

3. Structural Geology.—Second Semester. M. W. F., 9:30. Credit, 3 hours.

An advanced course treating of the structural relations of rock masses, the origin of veins and ore bodies, and metamorphic processes affecting rock magmas. Texts: Geikie's *Structural and Field Geology* and Willis's *Mechanics of Appalachian Structure*.

4. Paleontology.—Second Semester. Tu. Th., 8:00. Credit, 3 hours.

This course will be found of especial value to students of Zoology and Botany. Text: Zittel's *Paleontology*, vol. i (Eastman's translation).

5. Mineralogy.—Second Semester, M. Tu. W. Th. F., 10:30. Credit, 5 hours.

Exercises with crystal models and the construction of crystal figures by clinographic projection precede the laboratory work in blowpipe analysis of minerals. Texts: Williams's *Crystallography* and Phillips's *Mineralogy*.

6. Economic Geology.—First Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisite: Geology 1 or 5.

The work involves the study of the origin, classification, and distribution of ore deposits of the United States. Text: Ries's *Economic Geology of the United States*.

7. **Lithology.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

A discussion of the origin and structure of rock masses, together with their component minerals. Special emphasis is placed upon the value of the physical properties in the various building stones of the United States. Texts: Pirsson's *Rocks and Rock Minerals* and Merrill's *Stones for Building and Decoration*.

8. **Physiography.**—Throughout the year. Tu. Th., 9:30. Credit, 6 hours.

The course in physiography is planned for those who intend to qualify as science teachers. The laboratory work includes a detailed study of contour maps illustrating types of land relief. A limited number of field excursions in the fall and spring supplement the laboratory training. Text: Salisbury's *Advanced Physiography*.

9. **Geology of Wisconsin.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

This course is arranged for physiography students who do not take a year's work in geology, but who desire to become familiar with the geology of the State of Wisconsin. Instruction is carried on by lectures, collateral reading of state reports, and a limited number of local field trips.

IX. GERMAN

PROFESSOR RUFF AND MISS FUERSTENAU

1. **Beginning German.**—Throughout the year. Tu. W. Th. F., 8:00, and M. Tu. W. F., 11:30. Credit, 8 hours.

Pronunciation, grammar, and practice in reading, writing, and speaking German.

2. **Second Year German.**—Throughout the year. M.

W. Th. F., 9:30. Credit, 8 hours. Prerequisite: German 1.

Reading of prose and verse. Review of first year grammar; composition; German conversation.

3. Third Year German: Conversation and Composition.—Throughout the year. Tu. Th., 10:30 and 11:30. Credit, 4 hours. Prerequisite: German 2.

This and all the following courses are conducted in German.

4. Third Year German: Reading.—Throughout the year. W. F., 10:30 and 11:30. Credit, 4 hours. Prerequisite: German 2.

Prose and verse. Rapid reading of works by Baumbach, Freytag, Scheffel, Lessing, and Goethe. German 3, if not already completed, must be combined with this course.

5. Scientific German.—Throughout the year. W. F., 8:00. Credit, 4 hours. Prerequisite: German 2.

Intended for students who major in science.

6. Life and Works of Schiller.—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisite: German 3 and 4.

7. Life and Works of Goethe.—Throughout the year. Tu. Th., 9:30. Credit, 4 hours. Prerequisite: German 3 and 4. Not given in 1914-15.

8. The Romantic School.—Throughout the year. W. F., 9:30. Credit, 4 hours. Prerequisite: German 3 and 4.

A study of the tendencies of the Romantic Movement as found in Tieck, Novalis, Wackenroder, and the two Schlegels.

9. **Modern German Drama.**—Throughout the year. W. F., 9:30. Credit, 4 hours. Not given in 1914-15.

Kleist, Grillparzer, Hebbel, Ludwig, Sudermann, and Hauptmann.

10. **The German Novel.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 6, 7, or 8.

11. **German Poetry.**—Throughout the year. W. F., 10:30. Credit, 4 hours. Prerequisite: German 6, 7, or 8. Not given in 1914-15.

12. **History of German Literature.**—Throughout the year. W. F., 8:00. Credit, 4 hours. Not given in 1914-15.

A systematic study of German literature from its beginning. Scherer's *History of German Literature* will form the basis of this course. Lectures and collateral reading.

13. **Teachers' German.**—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

A study of the methods of teaching modern foreign languages. Phonetics and the use of Victor's *LaLuttafeln*. Lectures, discussions, reports, and practice in teaching. This course is intended for juniors and seniors who expect to teach German.

14. **Elementary Middle High German.**—First Semester. M. W. F., 9:30. Credit, 3 hours.

Paul's *Mittelhochdeutsche Grammatik* and easy texts.

15. **History of the German Language.**—Second Semester. M. W. F., 9:30. Credit, 3 hours.

A historical survey of German and its relation to the other members of the Germanic and Indo-Germanic family of languages. Lectures and selected readings.

X. GREEK.

PROFESSOR TREVER

Course 1 is for beginners. Students who upon entrance to college have already completed the equivalent of this course, may obtain, if they desire, four years of advanced work in the language.

1. **Elementary Greek.**—Throughout the year. Tu. W. Th. F., 8:00. Credit, 8 hours.

The purpose in this course is to accomplish in one year the ordinary preparatory work in Greek of three semesters. Burgess and Bonner's *Elementary Greek Book*, followed by Xenophon, or other easy prose; lessons from Bonner's *Prose Composition*.

2. **Xenophon.**—First Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

The *Anabasis* supplemented by the New Testament or other prose. Advanced lessons from Bonner's *Greek Composition*.

3. **Homer.**—Second Semester. Tu. W. Th. F., 9:30. Credit, 4 hours.

Selections from the *Iliad* or the *Odyssey*, accompanied by a literary study of one epic in translation.

4. **Herodotus and Thucydides.**—First Semester. M. W. F., 1:30. Credit, 3 or 4 hours.

5. **Plato.**—Second Semester. M. W. F., 1:30. Credit, 3 or 4 hours.

Apology and *Crito*, supplemented by selections from *Phaedo*, the *Symposium*, Xenophon's *Memorabilia*, and Aristophanes's *Clouds*, in order to gain a complete picture of the personality of Socrates.

6. **Tragedy.**—First Semester. Tu. Th., 10:30.
Credit, 2 or 3 hours.

One play from Sophocles or Euripides. This course should be taken in connection with Greek 10.

7. **Orators.**—Second Semester. Tu. Th., 10:30.
Credit, 2 or 3 hours.

Demosthenes's *De Corona*, or *Lysias*. Advanced prose composition.

8. **Comedy.**—Second Semester. Credit, 2 or 3 hours.
Aristophanes's *Clouds* or *Frogs*.

9. **Selected Epistles of Paul.**—First Semester. Tu. 7:00-9:00 p. m. Credit, 2 hours. Prerequisite: two years of Greek.

Especial attention will be paid to New Testament interpretation in this course.

Greek Literature, History and Antiquities.

The following courses, requiring no knowledge of Greek, are open to all students. Their purpose is to open the door to a wider appreciation of Greek literature and institutions for all college students, especially for students of English poetry and history.

10. **Greek Drama in English.**—First Semester. Tu. Th., 1:30. Credit, 2 hours.

A study of the origin, development, and literary characteristics of the Greek drama. Comparative study of the three great tragedians, as also of these in relation to modern dramatists. The aim will be to prepare one play for public presentation.

11. **History of Greek Literature.**—Second Semester. Tu. Th., 11:30.

Lectures and study of some of the best specimens of Greek

literary art, in English translation. Special emphasis is laid on the relation between Greek and English poetry.

12. Greek History to the Conquest of Alexander.—Second Semester. M. W. F., 11:30. Credit, 3 hours.

The emphasis is laid upon the economic, literary, social, and political development of the Greeks rather than upon the military details of their history.

13. Classical Mythology.—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

The myths are studied with special reference to their relation to English poetry. Alternates with Greek 11.

14. Greek Plastic Art.—First Semester. M. W. F., 11:30. Credit, 3 hours.

Taught by Professor Fairfield. See Art History 2.

15. Roman History.—Second Semester. M. W. F., 11:30. Credit, 3 hours.

As in Greek 12, the military history will be only incidental, the stress being upon the political, economic and social development of the Romans. Alternates with Greek 12.

XI. HISTORY

PROFESSOR CUSTER

1. Medieval European History.—First Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

A general survey of the history of Europe from the Barbarian Invasions to the end of the Middle Ages. This and History 2 are introductory courses, and it is recommended that they be taken in the freshman year.

2. Modern European History.—Second Semester. M. W. F., 10:30 and 11:30. Credit, 3 hours.

A continuation of History 1, following the development of European nations and institutions down to the present day.

3. **History of England.**—First Semester. Tu. Th., 9:30. Credit, 2 hours.

A general course in English History from the earliest times to the reign of Elizabeth.

4. **History of England.**—Second Semester. Tu. Th., 9:30. Credit, 2 hours.

From the reign of Elizabeth to the present time. A continuation of History 3.

5. **England under the Tudors and Stuarts.**—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisites: History 1 and 2, or 3 and 4. Not given in 1914-1915.

A study of the constitutional, religious, and economic development of sixteenth and seventeenth century England. Alternate years.

6. **The Protestant Reformation.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: History 1. Not given in 1914-15.

The Reformation, Counter-Reformation, and Thirty Years War. Alternate years.

7. **Europe in the Eighteenth Century.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisites: History 1 and 2, or 3 and 4.

Rise of Russia and Prussia; colonial expansion; the "Age of Enlightenment"; aims and accomplishments of the Benevolent Despots. Alternate years.

8. **The French Revolution and Napoleon.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisites: History 1 and 2, or 3 and 4.

The Old Regime in Europe; revolutionary France; the age of Napoleon, with a special study of Napoleonic institutions. Alternate years.

9. The Nineteenth Century.—First Semester. M. W. F., 11:30. Credit, 3 hours. Prerequisites: History 1 and 2, or 3 and 4.

Political, economic, and social history of the principal European nations since the Congress of Vienna. Colonial and Eastern questions.

20. American History (1492-1789).—First Semester. M. W. F., 8:00. Credit, 3 hours.

A general course covering the colonial era, Revolution, Confederation, and the Federal Constitution.

21. United States History (1789 to 1865).—Second Semester. M. W. F., 8:00. Credit, 3 hours.

A continuation of History 20.

22. Recent American History.—First Semester. Tu. Th., 8:00. Credit, 2 hours. Not given in 1914-15.

A general history of the United States from the Reconstruction period to the present time. Alternate years.

23. History of the American West.—First Semester. Tu. Th., 11:30. Credit, 2 hours. Prerequisites: History 20 and 21.

A history of the gradual westward advance of the frontier and of the political, economic, and social questions involved. Alternate years.

30. Hebrew History.—First Semester. M. W. F., 8:00 or 11:30. Credit, 3 hours.

Given by Professor Naylor. See department of Biblical Literature.

31. Jewish History.—Second Semester. M. W. F., 8:00 or 11:30. Credit, 3 hours.

Given by Professor Naylor. See department of Biblical Literature.

32. **History of Greece.**—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Given by Professor Trever. See department of Greek.

33. **History of Rome.**—Second Semester. M. W. F., 11:30. Credit, 3 hours. Not given in 1914-15.

Given by Professor Trever. See department of Greek.

XII. LATIN

PROFESSOR WRIGHT

Freshmen who have had four years of Latin in high-school should take courses 3 and 4; those who have had only two years, course B; and those who have had no Latin, course A.

1. **Cicero, Vergil, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours. Not given in 1914-15.

The *De Senectute* of Cicero, *Eclogues* of Vergil, *Odes* and *Epodes* of Horace, and *Phormio* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin.

2. **Ovid, Nepos.**—Throughout the year. M., 10:30. Credit, 2 hours. Not given in 1914-15.

Easy translation course to supplement Latin 1.

3. **Cicero, Horace, Terence.**—Throughout the year. Tu. W. Th. F., 10:30. Credit, 8 hours.

The *De Amicitia* of Cicero, *Satires* and *Epistles* of Horace, and the *Heauton Timorumenos* of Terence. Quantitative reading of the Latin aloud. Exercises in writing Latin. Alternates with Latin 1.

4. **Phaedrus, Latin New Testament.**—Throughout the year. M., 10:30. Credit, 2 hours.

Easy translation course to supplement Latin 3. Alternates with Latin 2.

5. **Pliny, Martial, Tacitus, Catullus.**—Throughout the year. M. W. F., 11:30. Credit, 6 hours. Prerequisites: Latin 1 and 3. Not given in 1914-15.

An advanced translation course.

6. **Juvenal, Livy, Cicero, Tibullus, Propertius.**—Throughout the year. M. W. F., 11:30. Credit 6 hours. Prerequisites: Latin 1 and 3.

Alternates with Latin 5.

7. **Latin Composition.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 3. Not given in 1914-15.

Practical work in Latin writing, with a review of grammatical forms and syntax. This course includes also a systematic study of Roman private life and antiquities. For prospective teachers.

8. **Teachers' Training Course.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours. Prerequisites: Latin 1 and 3.

Historical Latin grammar: Pronunciation, hidden quantity, orthography, syntax of the subjunctive, syntax of the cases. Exercises in Latin writing. Purposes and methods in preparatory Latin.

A. **Beginning Latin; Caesar.**—Throughout the year. M. Tu. W. Th. F., 2:30. Credit, 10 hours.

A free elective course in elementary Latin and Caesar's *De Bello Gallico*.

B. **Cicero, Vergil.**—Throughout the year. M. Tu. W. Th. F., 1:30. Credit, 10 hours.

Four orations of Cicero and four books of Vergil's *Aeneid*. Exercises in writing Latin.

XIII. MATHEMATICS, ENGINEERING, ASTRONOMY

PROFESSOR LYMER AND MR. REMLEY

Students majoring in one of the natural sciences are required to elect Mathematics 1 and 2. For other students the subject is elective. A major must include Mathematics 6. Astronomy and courses in engineering, except Engineering 4, may not count on a major or a minor. A minor should consist of Mathematics 1 to 4, or, better, 1, 2, 4, and 5. Engineering students are advised to take the pre-engineering course as outlined.

A. MATHEMATICS

1. **Algebra.**—First Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.

A review of quadratics and simultaneous quadratics; graphical representation, the progressions, binomial theorem, logarithms, permutations and combinations, theory of equations. Text: Fite.

2. **Trigonometry.**—Second Semester. Two Sections: M. W. F., 8:00, 11:30. Credit, 3 hours.

Plane and spherical. Special emphasis is laid upon the solution of triangles. Text: Phillips and Strong.

3. **Higher Algebra.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Prerequisites: Mathematics 1 and 2, or may be taken with Mathematics 2.

Complex numbers, undetermined coefficients, partial fractions, theory of equations, infinite series. Text: Fite.

4. **Analytic Geometry.**—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

The straight line, conic sections, solid geometry. A few higher plane curves are discussed. Text: Tanner and Allen.

5. **Calculus.**—First Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 4.

Limits, differentiation, applications to geometry and physics, maxima and minima, integration, areas, volumes, surfaces, etc. Text: Townsend and Goodenough.

6. **Advanced Calculus.**—Second Semester. M. Tu. W. Th. F., 10:30. Credit, 5 hours. Prerequisite: Mathematics 5.

Evolutes, envelopes, singular points, curve-tracing, partial derivations, double and triple integration, series and expansion, approximate integration, applications to mechanics, etc.

7. **Teachers' Course.**—First Semester. Tu. Th., 8:00. Credit, 2 hours. Prerequisite: Mathematics 4, or registration in that course.

Open to juniors and seniors. History and teaching of elementary mathematics. Content and arrangement of courses. Textbooks and methods of teaching. Model classes conducted by the members. Alternate years.

8. **Projective Geometry.**—Throughout the year. Hours to be arranged. Credit, 4 hours. Prerequisite: Mathematics 4.

Geometry of position, with extensive use of analytic methods. A large number of problems will be solved. Alternate years.

9. **Differential Equations.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: Mathematics 6, or registration in that course. Not given in 1914-15.

Ordinary differential equations, with applications to physics and geometry. Text: Murray.

10. **Solid Geometry.**—Second Semester. Tu. Th., 10:30. Credit, 2 hours.

Open to those who have presented no entrance credit in the subject; required of engineering students who have not taken the course. Alternate years.

B. ENGINEERING

1. **Mechanical Drawing.**—Throughout the year. M., 1:30; W. F., 1:30-4:30. Credit, 6 hours.

Free-hand lettering, geometric construction; isometric, cabinet, and orthographic projection; tracing, blue print work, and the drawing of machine parts. Text: Phillips and Orth's *Notes on Mechanical Drawing*.

2. **Descriptive Geometry.**—Throughout the year. M., 2:30-4:30, W. F., 11:30. Credit, 4 hours. Prerequisite: Engineering 1. Not given in 1914-15.

Solution of problems relating to the point, line, and plane; surfaces; plane sections; intersections; and developments. Text: Millar. One recitation and three hours drawing per week.

3. **Surveying.**—Throughout the year. Tu. Th., 11:30; Tu. Th., 1:30-4:30. Credit, 6 hours. Prerequisite: Mathematics 2.

Special attention is given to the use, care, and adjustment of instruments. The work also includes running traverses, differential and profile leveling, establishing grade lines, computation of areas, and the United States system of public land subdivision. Text: Johnson and Smith's *Theory and Practice of Surveying*. Office work and field work are on the same credit basis as laboratory work.

4. **Mechanics.**—Throughout the year. M. W. F.,

11:30. Credit, 6 hours. Prerequisite: Mathematics 5, or registration in that course.

Statics and dynamics. Resolution and composition of forces, center of gravity, attraction, equilibrium with applications; laws of motion, moments of inertia, work, energy, impulsé and momentum.

Text: Maurer. Alternate years.

C. ASTRONOMY

1. **General Astronomy.**—First Semester. M. W. F., 2:30. Credit, 3 hours. Not given in 1914-15.

A historical and descriptive course, designed to give the student a broad view of the science and of the methods of observation. Familiarity is sought with the principal constellations and the brighter stars, and frequent use is made of the telescope. This course requires only the simplest mathematical operations, and is complete without Astronomy 2. Text: Moulton. This course may not count on the group requirement. Elective for students beyond the freshman year.

2. **Practical Astronomy.**—Second Semester. M. W. F., 2:30. Credit, 3 hours. Prerequisites: Mathematics 2 and Astronomy 1. Not given in 1914-15.

Methods of taking and reducing observations, determination of time, latitude and longitude, azimuth, micrometric measurement of double stars and planets. Special attention is given to the astronomy of engineering. About half the time is spent in laboratory work in the evening. Text: Comstock's *Field Astronomy*, with references to Loomis, Doolittle, etc.

MINERALOGY

(See Department of Geology and Mineralogy, page 146.)

MISSIONS

(See Department of Religion, page 173.)

XIV. MUSIC

PROFESSOR EVANS, MR. ARNEKE, MRS. LEDWARD,
AND MR. THOMAS

Twelve music credits in the Conservatory may be counted toward a bachelor of arts degree, four of which must be in theoretical courses. For the special tuition charges for these courses, see the catalogue of the Conservatory of Music.

1. **History of Music.**—Throughout the year. Hours to be arranged. Credit, 2 hours.

Beginning with a study of the music of the oriental nations, the course continues with the music of the Greek, Roman, French, Netherlandish, and Italian schools, the genius epoch of the German schools, and the modern music of Germany, France, Russia, and America.

2. **Sight Reading.**—First Semester. Hours to be arranged. Credit, 1 hour.

Drill in scale and interval singing; time subdivisions; part singing.

3. **Psychology and Pedagogy.**—Throughout the year. Hours to be arranged. Credit, 1 hour.

A study of the relation of psychology and pedagogy to musical education. This course may not be counted toward a bachelor's degree by students who offer for credit courses in the departments of Psychology or Education.

4. **Vocal and Instrumental Music.**—First and Second Semester. Hours to be arranged. Credit, 2 hours.

Work ranging from that of the elementary grades to artistic maturity. Proper music incidental to individual needs is studied thoroughly and mastered.

PHILOSOPHY

(See Department of Psychology and Philosophy, page
167.)

XV. PHYSICAL EDUCATION

MR. CHAMPLIN AND MRS. TREAT

1. **Freshman Gymnasium for Men.**—Throughout the year. M. W. F., 9:30, 1:30, 2:30.

Calesthenic exercises; dumb-bell, wand (long and short), and Indian club drills. The last fifteen minutes of each class period is given to teaching games. Toward the end of the semester apparatus exercises on the horizontal bar, parallel bars, horses, bucks, ladders, etc., are regular class requirements.

2. **Sophomore Gymnasium for Men.**—Throughout the year. Tu. Th., 10:30, 11:30.

Sophomore classes follow the same routine as freshmen classes, but are allowed to take more advanced exercises, such as mat work, tumbling, advanced apparatus work, and athletic and gymnastic dancing.

3. **Gymnastics for Women.**—Throughout the year. Tu. Th., 3:30. Credit, 2 hours.

Swedish gymnastics; free-hand movements; dumb bells; wands; military drill; fancy steps; folk dances.

4. **Gymnastics for Women.**—Throughout the year. Tu. Th., 2:30. Credit, 2 hours.

First semester: Swedish gymnastics, military drill, corrective exercises. Second semester: normal class in gymnastics, military drill, fancy steps, and folk dances. Grade for the work is based on the ability of the individual to conduct a class in every branch of the work given.

XVI. PHYSICS

PROFESSOR TREAT

1. **General Physics.**—Throughout the year. M. Tu. W. Th., 11:30. Credit, 8 hours.

Mechanics, sound, and light. Heat and electricity. This

course is offered especially for students who do not expect to take the more advanced and somewhat technical courses of the department. Freshman mathematics not a prerequisite. Laboratory work, $2\frac{1}{2}$ hours per week at the hours indicated on the schedule.

2. General Mathematical Physics.—Throughout the year. M. W. F., 8:00. Credit, 6 hours. Prerequisites: Mathematics 1 and 2.

Mechanics and heat; sound, light, and electricity. Recitations and lectures illustrated by experiments and by the use of the lantern. It is advised that students taking this course be enrolled in the class in analytical geometry, unless they have completed that subject.

3. Physical Measurements.—Throughout the year. Tu., 8:00. Laboratory hours as shown in schedule. Credit, 4 hours.

Mechanics and heat; sound, light, and electricity. Students in engineering courses should take this work in connection with Physics 2. It is open also to other students enrolled in Physics 2.

4. Electricity and Magnetism.—Throughout the year. M. W. Th. F., 10:30. Credit, 8 hours.

Elementary theory and the use of direct and alternating machinery, together with the study of the instruments for the regulation, measurement, and use of electric currents. Recitation and lectures three or four times per week in connection with laboratory work in electric measurements, testing, standardizing, etc.

5. Advanced Light.—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: Physics 1 or 2, and registration in Mathematics 5.

This course is designed primarily for those students who major in physics, but may be taken by others. Edser's *Light* will be used as a text.

6. **Advanced Heat.**—Throughout the year. First Semester, 3 hours; Second Semester, 2 hours. M. W. F., 2:30. Credit, 5 hours. Prerequisites: one year of college physics, and mathematics, including elementary calculus. Not given in 1914-15.

The course deals with the subject in a more strongly mathematical way than the previous courses.

7. **Physical Optics.**—Second Semester. M. W. F., 1:30. Credit, 3 hours. Prerequisites: one year of college physics and one year of general chemistry.

The course includes a study of light and of lenses,—distortion, aberration, correction, application in optical instruments. Special attention will be given to projection apparatus and camera lenses, and sufficient work along lines of photography will be required to enable the student to prepare his own lantern slides.

8. **Teachers' Physics.**—Second Semester. Hours to be arranged. Credit, 2 hours. Prerequisite: a minor in physics.

History of physics. Development of the physical laboratory. Pedagogy as applied to physics. Textbooks and laboratory courses. Individual experience in organizing and conducting laboratory work, and in experimenting before the class.

POLITICS

(See Department of Economics and Politics, page 136.)

XVII. PSYCHOLOGY AND PHILOSOPHY

PROFESSOR FARLEY AND PRESIDENT PLANTZ

The work in psychology and philosophy is arranged on a plan whereby the student may take two years' work in either subject.

Toward a major in psychology not more than eight

hours (which must include Philosophy 1 or 2) may be offered from the division of philosophy. Toward a minor, not more than four hours may be offered, which must be from Philosophy 1, 2, 5, 6, or 7. Psychology 1 and 2 are the same, except that the latter portion of course 2 emphasizes more the social phases of psychological study. The courses in psychology especially helpful to teachers are courses 1 or 2, 3, and 5. Toward a major in philosophy not more than six hours may be offered from the division of psychology; toward a minor, not more than two hours. A major in philosophy must include courses 1, 2, 3, 5, and 7; a minor, courses 1 and 2. Philosophy 1 and 2 should be taken together.

1. General and Educational Psychology.—Throughout the year. Tu. Th., 11:30. Credit, 4 hours.

This is a synthetic course of three hours of general, and one hour of educational, psychology,—an elementary course that should be taken in the sophomore year, and is for students who intend to teach or for any person who desires to study human behavior: as, instincts, habits, interests, learning and the mental factors involved, individual characteristics, nature of thinking, curve of work, fatigue, factors of efficiency, control and evaluation, and the psychology of certain principles of instruction. All the material is pointed toward the subject of learning and the practical applications to educational situations.

2. General and Social Psychology.—Throughout the year. Tu. Th., 8:00. Credit, 4 hours.

The same as course 1, except that certain topics on social psychology are added. Open to sophomores or to any student who desires a fuller knowledge of the human individual as he reacts from social stimuli and needs. Some of the topics

studied in the latter part of the course are: nature of society, social suggestion, the crowd, imitation, customs, and prestige. Philosophy 1, 2, or 4 may be taken with Psychology 2. No student may receive credit for both Psychology 1 and 2.

3. Psychology of Youth and Adolescence or Mental Development.—First Semester. W. F., 8:00. Credit, 2 or 3 hours.

This course correlates with Psychology 1 or 2. It covers the general characteristics of mental and physical growth from youth to maturity. Special emphasis is placed upon adolescent changes.

4. Advanced Psychology.—Second Semester. W. F., 8:00. Credit, 2 or 3 hours. Prerequisite: Psychology 1 or 2.

A special study of psychological investigations and of practical applications of psychology. Alternates with Psychology 5.

5. Experimental Psychology.—Second Semester. F., 1:30 to 4:00. Credit, 2 hours.

A course dealing with experimental methods and tests especially as related to educational problems. Alternates with Psychology 4.

B. PHILOSOPHY

1. Introduction to Philosophy.—Throughout the year. Thursday evening. Credit, 4 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

An elementary course devoted to the problems of thought. It is important to anyone who desires to be thoughtful and who wishes to see the fuller meaning or use of body and mind, nature, explanation, truth, reason, law, evil, immortality, morality, space, time, force, energy, matter, evolution, things, society, individualism, freedom, and God. It is of

value to those who are interested in law or theology, or in interpretation in literature, history, economic theory, or the principles of natural science. The student will get much more out of the subject if he will take up the historical development of thought (Philosophy 2) simultaneously with this course.

2. History of Thought or of Philosophy.—Throughout the year. Tu. Th., 10:30. Credit, 4 or 6 hours. Prerequisite: Psychology 1 or 2, or registration in one of those courses.

This is a beginner's course in the history of thought. It contrasts the modern with the mediaeval and ancient thought and especially emphasizes the Renaissance, the Reformation, the rise of science, and the modern movements of naturalism, idealism, realism, mysticism, faith, rationalism, pragmatism, and humanism. Students of history, literature, or the social sciences should find this course directly useful as an interpretative study.

3. Present-Day Philosophy.—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisite: Psychology 1 or 2.

A concrete study of one or two large systems of thought that have had great effect on human life. This year there will be a study of a present-day philosophical system, as of Royce, James, Bradley, Spencer, Bowne, or McTaggart.

4. Philosophical Thought in Nineteenth Century Literature.—First Semester. Tu. Th., 9:30. Credit, 2 hours.

An interpretation of the philosophical and psychological thought as found in the writings of Tennyson, Browning, Wordsworth, Coleridge, Emerson, and Carlyle may be alternated with Philosophy 6.

5. Evolution.—Second Semester. Tu. Th., 9:30.

Credit, 3 hours. Prerequisite: Psychology 1 or 2, and preferably one course in philosophy.

A study of the interpretations, value, and effect upon modern thought of the theory of evolution.

6. **How We Think.**—Second Semester. W. F., 10:30. or Tu. Th., 9:30. Credit, 3 hours.

An elementary course in logic or reasoning. Special emphasis is placed upon a study of the processes of thinking, argumentation, the methods of scientific investigation, and the common fallacies in thinking.

7. **Principles of Ethics.**—First Semester, Tu. Th., 2:30. Credit, 2 hours.

This course discusses the growth of moral ideas in the development of civilization, considers the psychological basis of ethics, critically examines the principal ethical theories, and concludes with a study of the metaphysical implications involved in the science. It is given by a combined use of textbook and lecture, together with theses presented for class-room discussion. Given by President Plantz.

8. **Social and Political Ethics.**—Second Semester. Tu. Th., 2:30. Credit, 2 hours.

This is a course in practical ethics in which a study is made of the principal moral problems of man's individual, social, and political life. The moral basis of our social institutions is examined and especial attention is given to the ethical principles involved in the weightier questions of moral pathology, and to the grounds of moral progress. Given by President Plantz.

9. **Philosophy of Religion.**—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1914-15.

Given by President Plantz. See Religion 4.

XVIII. PUBLIC SPEAKING

PROFESSORS GARNES AND ORR

1. ELEMENTARY GROUP

This group includes those courses in public speaking which are so fundamental in their nature that they are included as required work in most of the group systems leading to the degree of bachelor of arts. Any study in this group may be taken at regular college tuition rates.

1. **Expression and Oral English.**—First Semester. Tu. Th., 11:30 and 1:30. Credit, 2 hours.

Practice in extensive and intensive thought-getting from the printed page; thought analysis and assimilation; ideal topical recitations; development of consciousness of purpose and of audience by oral thought-giving; thought formulation as guided by purpose; practical aspects of delivery.

2. **Oration Writing.**—Second Semester. Tu. Th., 11:30. Credit, 2 hours.

A practical course in modern oratorical construction, using the best examples of present-day college orations as a basis. After some work in analysis, through which the student is led to discover the principles of oratorical construction, he is required to outline and develop an original oration. Number in the class limited to fifteen.

3. **Extemporaneous Speaking and Oratory.**—Throughout the year. Tu. Th., 11:30. Credit, 4 hours.

A study of the laws of effective speaking. The development of the student's ability to exemplify these laws, first through extemporaneous speaking in the class, and later through special writing. Practice in oratorical delivery. The writing and delivery of at least one oration. Text: Phillips's *Effective Speaking*.

4. Debate.—Throughout the year. Tu. Th., 2:30. Credit, 6 hours.

It is the purpose of this course to give the student a thorough knowledge of the principles of argumentation. After he has learned to analyze a proposition, public questions are assigned, with briefs and bibliographies, and the argument written out in full. After this preliminary work has been completed, a formal debate is held. Here especial emphasis is laid on rebuttal and team work, and students are freely criticized at the close of the debate. Text: *Foster's Argumentation and Debating*.

II. ELECTIVE GROUP

This group includes those courses which may be taken for elective credit on undergraduate courses leading to the degree of bachelor of arts. For courses under this group an additional tuition fee of one dollar per semester hour is required.

5. Literary Analysis and Foundations of Vocal Expression.—Throughout the year. M. W. F., 8:00. Credit, 6 hours.

A course in which the excellencies of vocal expression are shown to grow primarily from an appreciation of qualities in literature. Method of analysis; stimulation of the impression necessary to adequate expression; a deeper and more detailed appreciation of the ideational, emotional, and imaginative elements in literature; intensive thinking for expression; training for ideal vocal responses.

6. Types of Prose Literature and Their Vocal Interpretation.—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisite: Public Speaking 5.

A study of the origins and nature of the principal prose types in literature, with a view to a better understanding and an adequate vocal interpretation of the spirit of each. The myth, fairy tale, fable, allegory, short story, essay, oration, etc. Text: *Fransler's Types of Prose Narrative*.

7. Private Lessons in Interpretative Reading.—First or Second Semester. Hours to be arranged. Credit, 1 semester hour for every ten lessons.

The instruction in private lessons is devoted to the development of the platform abilities of the individual student, to the cultivation of his powers of expression, and to the furnishing of an adequate technique. Each student is considered as a new problem, the private lessons allowing an individual adaptation of training impossible in class work.

8. Dramatic Action.—First or Second Semester. Hours to be arranged. Credit, 1, 2, or 3 hours.

A study of the fundamental laws of dramatic action. A stimulation of the motor impulse from within, so that all action may be spontaneous and free. Actual stage business in farces and simple comedies. (For additional courses in dramatics, see the School of Expression, page 227.)

9. Oratorical Delivery.—First Semester. M. W., 1:30. Credit, 2 hours.

Principles of oratorical delivery; problems in which these principles are applied; special exercises in voice and gesture. Open to all students expecting to enter oratorical and debate preliminaries.

10. Bible and Hymn Reading.—First Semester. Tu. Th., 8:00. Credit, 2 hours.

Bible reading based upon a deeper appreciation of the content and the spirit of the sacred text. Training in hymn and lyrical reading for the church service. Text: Moulton's *Modern Reader's Bible*.

11. Voice Culture and Harmonic Physical Training.—Throughout the year. Tu. Th., 10:30. Credit, 4 hours.

Correct breathing for tone production and voice placement. Study of vowel, colorings, and diction. The harmonic training is directed to freeing the body from constrictions and to

eliminating self-consciousness. A preparation of the body for pantomimic and vocal response to the mental action.

12. Normal Course.—Second Semester. M. W. F., 11:30. Credit, 3 hours.

Methods of teaching expression in high schools; correlation with English and literature; how to coach contests; how to stage a play.

XIX. RELIGION

PRESIDENT PLANTZ AND PROFESSOR VAUGHAN

The work in this department is designed to acquaint students with the development of the religious consciousness as manifested in the different religions of the world, and to study the principles and history of missions as conducted by the Christian church.

1. Comparative Religion.—Throughout the year. Th. F., 3:30. Credit, 4 hours.

This course will consider the origin, spread, and decay of ancient religions, their doctrines together with their influence on society, their cults and forms of worship, and the superior claims of Christianity to be a universal religion. Given by Professor Vaughan.

2. Missions.—Throughout the year. Th. F., 2:30. Credit, 4 hours.

The purpose of this course is to give the student a comprehensive knowledge of the history and importance of missions. The great mission fields of the world are considered, together with the work of the different missionary organizations, and the benefits to civilization which are arising therefrom. Given by Professor Vaughan.

3. Evidences of Christianity.—First Semester. Tu. Th., 1:30. Credit, 2 hours.

The various arguments in proof of the claims of Chris-

tianity are considered, its principal doctrines discussed, and the principal systems of doubt analyzed. Instruction is given by lectures, assigned readings, and theses read by members of the class.

4. Philosophy of Religion.—Second Semester. Tu. Th., 1:30. Credit, 2 hours. Not given in 1914-15.

This course includes a study of what is usually treated under the subject of theism, together with a consideration of the religious consciousness in its nature, forms of historical development, intellectual and emotional content, and objective activities. The attempt is made to give a systematic view of the religious conception of the world and of those principles of the religious life that have found expression in the religious history of man.

6. Fundamentals of Christianity.—First Semester. Tu. Th., 8:00. Credit, 2 hours.

In this course the fundamental conceptions of Christianity are considered, its principal doctrines discussed, and its views of life and the world analyzed and interpreted.

7. Christian Ethics.—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

A course in which a systematic treatment is given of the ethical ideals and principles of Christianity.

XX. ROMANIC LANGUAGES

ASSOCIATE PROFESSOR EDDY

1. Beginning French.—Throughout the year. Tu. W. Th. F., 8:00 and 11:30. Credit, 8 hours.

Aldrich and Foster's *Grammar*; Daudet's *Trois Contes Choisis*; La Bedolliere's *La Mere Michel et son Chat*; Hallevy's *L'Abbe Constantin*, or other easy French reading; composition, dictation, memorizing, pronunciation.

2. Second Year French.—Throughout the year. Tu. W. Th. F., 1:30. Credit, 8 hours. Prerequisites: French 1 and 2.

Advanced grammar; Dumas's *La Tulipe Noire*; Meilhac and Halevy's *L'Ete de la Saint-Martin*; Moliere's *L'Avare*. Daudet's *Tartarin de Tarascon* (Fontaine); Koren's *French Composition*; Hugo's *Les Miserables*; reproduction of texts, pronunciation, dictation.

3. Third Year French.—Throughout the year. M. W. F., 9:30. Credit, 6 hours. Prerequisites: French 3 and 4.

Reading of difficult modern French; newspaper French; short scientific articles; practice in idioms; reports in French on supplementary work; conversation; composition.

4. Fourth Year French.—Throughout the year. M. W. F., 10:30. Credit, 6 hours. Prerequisites: French 5 and 6.

General survey of French literature; Duval's *Histoire de la Litterature Francaise* in conjunction with Wright's *History of French Literature* is used; rapid reading of authors of the periods studied; reports in French; study of the dramatic literature; reading and writing at sight.

5. Beginning Spanish.—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

Wagner's *Grammar*; Harrison's *Spanish Reader*; Larra's *Partir a Trempo*; Galdos's *Marinella*; Calderon's *La Vida es Sueno*; pronunciation, dictation, conversation.

6. Second Year Spanish.—Throughout the year. M. W. F., 2:30. Credit, 6 hours.

Authors of the nineteenth century; composition, dictation, conversation.

XXI. SOCIOLOGY

PROFESSOR CRAFER

The following courses in other departments may be counted toward a major in sociology: Psychology 2, Philosophy 8, Art History 10, and Biblical Literature 7.

1-2. **Theory of Sociology.**—First and Second Semesters. M. W. F., 8:00. Credit, 3 hours each semester.

A study of the development of sociology, its place and importance in the social sciences, and the underlying biological, physical, and psychical factors in it. In the second semester a critical study is made of the chief contributions to sociological thought, special attention being given to the leading American sociologists.

3. **Social Problems.**—First Semester. Tu. Th., 8:00. Credit, 2 hours.

This course embraces a study of the dependent, defective, and delinquent classes and the most approved methods of dealing with them. Particular attention is given to the educational and preventive measures now developing for the amelioration of social conditions.

4. **Race Development and Race Problems in the United States.**—Second Semester. Tu. Th., 8:00. Credit, 2 hours.

The first part of this course consists of a study of the human race and its divisions, with special reference to anthropology and ethnology. In the second part of the course a study is made of the distribution and progress of the negro in the United States, and the later types of immigrants coming into the United States, and their influence on American social life.

5. **The Labor Movement.**—First Semester. M. W.

F., 10:30. Credit, 3 hours. Prerequisites: Economics 2, Politics 1, or Sociology 1-2.

The labor movement is studied as to its history and its problems: such as, methods of organization and control, industrial remuneration and industrial peace, labor legislation, court decisions in labor disputes, immigration, child labor, woman labor, prison labor, unemployment, and industrial education. Special attention is given to the labor movement in America.

6. The Socialist Movement.—Second Semester. M. W. F., 10:30. Credit, 3 hours. Prerequisites: Economics 2, Politics 1, or Sociology 1-2.

Considering socialism as (1) a criticism of existing society, (2) a philosophy of social evolution, (3) a social forecast or ideal, and (4) a movement for the attainment of that ideal, the course aims, first, to understand socialism and, second, to judge its claims as an effective method of promoting social welfare.

7. The Rural Community.—Second Semester. Tu. Th., 9:30. Credit, 2 hours. Prerequisites: Sociology 1-2 or Economics 2.

This course takes up the development of the rural life of the small town and of the open country from the "age of homespun" to the modern ages of the steam reaper and thresher, discussing the problems of beautifying and humanizing the country home, of rural education and recreation, of the rural church, of conservation and scientific agriculture and of general improvement in moral conditions in the country.

SPANISH

(See Department of Romanic Languages, page 175.)

LAWRENCE CONSERVATORY OF MUSIC

THE FACULTY

SAMUEL PLANTZ, Ph.D., D.D., LL.D., PRESIDENT OF THE
COLLEGE.

FREDERICK VANCE EVANS, DEAN OF THE CONSERVATORY,
CONDUCTOR, AND PROFESSOR OF SINGING.

ARTHUR P. THOMAS, INSTRUCTOR IN PIANOFORTE.

ARTHUR H. ARNEKE, A. G. O., INSTRUCTOR IN HARMONY,
HISTORY OF MUSIC, PIANOFORTE, AND ORGAN.

MRS. RUBY CAMPBELL LEDWARD, INSTRUCTOR IN SINGING.

CARL J. WATERMAN, INSTRUCTOR IN SINGING AND PUBLIC
SCHOOL METHODS.

PERCY FULLINWIDER, INSTRUCTOR IN VIOLIN.

NETTIE STENINGER FULLINWIDER, INSTRUCTOR IN PIANO-
FORTE, ELEMENTARY HARMONY, AND HISTORY OF MUSIC.

J. G. Mohr, Instructor in Piano Tuning.

INFORMATION

Students entering the Conservatory of Music do so either as regular or special students. As regular students they follow prescribed courses of study, and become candidates for a certificate, diploma, or degree. As special students, they pursue such work as they may elect.

The regular courses are based upon the necessary elements of a complete musical education. It must be borne in mind that such an education has reference not only to the ability to perform in an artistic and interesting manner, but concerns as well the comprehensive appreciation and understanding of music in its

esthetic aspects. It becomes increasingly necessary that the musician be other than a mere performer, that he have an intelligent conception of the material of music, a firm grasp of fundamental principles, and a well defined artistic and discriminating taste. This broad musicianship is as necessary for the cultivated amateur as for the professional, and all students giving the larger portion of their time to music are strongly urged to take the regular work.

BUILDINGS

Peabody Hall.—The Conservatory home, named after the donor, the late George F. Peabody, of Appleton, is an attractive stone building, containing the offices of the Conservatory, a waiting room, studios, and a beautiful recital hall.

Practice Hall.—The old conservatory building has been reserved exclusively for practice studios. Connected with Peabody Hall by a covered passageway, it forms a convenient and valuable addition to the equipment of the Conservatory.

Dormitories.—The four girls' dormitories are located within convenient distance of Peabody Hall. No pains are spared to maintain in these halls a homelike atmosphere and to promote friendships and social culture, both of which mean so much in the college life of young women. Each dormitory is in charge of a preceptress who lives in the building and associates with the students as friend and adviser. The price for rooms and board is five dollars per week.

Men students may obtain room and board at Brokaw Hall, the college dormitory for men.

CONSERVATORY LIBRARY

Students enjoy access, without charge, to the library of the Conservatory. In this collection are many valuable books of reference under the heads of biography, history of music, esthetics of music, dictionaries, criticism, essays, etc.

Advantages.—The advantages of music study at the Lawrence Conservatory may be briefly summarized as follows: (1) a superior corps of instructors, presenting the most approved methods; (2) accredited choral organizations, affording sufficient drill in part-singing and giving students the opportunity to familiarize themselves with standard works, either as listeners or singers; (3) improved and practical methods of teaching harmony, counterpoint, and public school music; (4) concerts and recitals by members of the faculty and visiting artists, presenting the best works of classical and modern masters; (5) in church music the opportunity to become familiar with the discipline and routine of good chorus choirs; (6) numerous recitals, concerts, lectures, etc., free to students; (7) the opportunity to take collegiate studies in connection with regular courses.

MUSICAL ENTERTAINMENTS

In selecting the musical entertainments of the Conservatory every year the effort is always made to present programs which not only will please the public, but will be educational and will offer the best in musical literature by artists of national and international reputation. In 1913-14 the artists presented were: Maggie Teyte, soprano; Myrtle Elvyn, pianist,

and Mme. Chilson-Ohrman, soprano; Vera Barstow, violinist, and Harold Osborn Smith, accompanist; Marie Rappold, soprano; Boris Hambourg, cellist; Christine Miller, contralto; and Sir Edward Baxter Perry, pianist and lecturer.

Season tickets for the entire course are \$5.25; single tickets for each concert, \$1. Conservatory students are admitted free to all the concerts.

FACULTY RECITALS

One of the most helpful features of the Conservatory are the recitals by the faculty. Every term programs are arranged in which the students hear the choicest numbers from classic writers. The faculty recitals are complimentary to the public.

STUDENTS' CONCERTS

Throughout the season, recitals of instrumental and vocal music are given in Peabody hall by the students to which their friends and the public are admitted free of charge. Towards the close of the season exhibition concerts are given in which only the most advanced students take part, and to which also the public is invited.

CORRELATED STUDIES

There is a tendency on the part of many music students to neglect the essential elements of a general education. To them the study of music in itself is so engrossing that the importance of other branches of study is overlooked. In schools where music is taught exclusively, this tendency is aggravated, but the Lawrence

Conservatory of Music advises supplementary work, incidental to a general education.

CONSERVATORY ENSEMBLE ORGANIZATIONS

No student can claim to have a broad musical education who has not acquired the ability to participate in ensemble work; yet work of this character is often neglected in many schools of music in this country. The work of the ensemble organizations does not interfere with or take place of the work of private instruction in the Conservatory, but has rather supplemented the latter.

There is no expense whatever connected with membership in any of the Conservatory ensemble organizations.

CONSERVATORY ORCHESTRA

A Conservatory orchestra is maintained and offers the experience and routine necessary to become an efficient orchestra player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership.

GLEE CLUBS

The glee clubs have for many years been prominent features of the college, giving annually a series of concerts in various cities of Wisconsin, besides participating in many local events. Membership is restricted to Conservatory and College students.

CHORAL SOCIETY

The Philharmonic Choral club numbers one hundred and fifty voices, composed of students and local resi-

dents, of which Dean Frederick Vance Evans is director. Its purpose is to give oratorios, cantatas, and part-songs in the local musical world. The conditions of membership are a voice of fair effectiveness, a correct ear, some knowledge of musical notation, and regularity in attendance.

MUSICAL FESTIVAL

The Conservatory music festival is held for the purpose of advancing the musical interests of the community. Such advantages as are offered at this time are rarely to be found outside of large cities. The festival consists of three concerts: a symphony evening, a matinee of soloists and orchestra, and a final concert given by the Philharmonic Choral Club, assisted by the orchestra and foreign talent. It is under such conditions as these that music makes its supreme appeal, and students are fortunate who can thus have their imagination aroused. Such occasions enlarge their musical appreciation and fire their ambition.

CHURCH CHOIRS

Students in the Conservatory have opportunities to gain experience in church music in the Methodist (Mr. Waterman, director) and Congregational (Dean Evans, director) choirs.

COURSES OF INSTRUCTION

THE PIANOFORTE

A systematically developed technical foundation is the first requisite in pianoforte playing. This is accom-

plished by a carefully selected and graded set of exercises and studies, designed to bring about that control of the muscles without which artistic results cannot be attained. At the same time, the musical development of the student receives especial care. In the regular course, Bach and Czerny are the principal aids to technical advancement. The works of Mozart, Haydn, Beethoven, Schumann, Schubert, and Chopin are also used, but not to the exclusion of modern writers. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon.

As the student advances, interpretation becomes a special study, and characteristics of each of the great tone poets must be well grasped. The various emotional, intellectual, and physical faculties are brought into that harmony and control which alone results in artistic performance. Opportunity is offered for the study of piano concertos with orchestral accompaniment.

Preparatory.—Correct position of arms and hands; major and minor scales,—Herz, Bertini and others; Streabbog Op. 63 and 64; Czerny: *Selected Studies*, Book I. (Liebling Edition), or Loeschhorn's Op. 65, Koeler, Bertini, Streabbog, or Bach; Heller's Op. 45; easy pieces.

Academic.—Scales, arpeggios and chords, continued; Heller, Op. 45 (continued); Czerny (Books II and III., Liebling Edition), or Cramer, Mertke, or others; Krause, *Etudes* Op. 2; Cramer (Books I. and II.); Sonata, Op. 47, No. 2, Clementi; Mozart, easier sonatas; easier Haydn sonatas; etudes and pieces by standard composers.

Junior.—Chords, arpeggios, octaves, etc. (Voight, Liebling, Czerny and others); Czerny, Op. 299 or 740, and *Forty Daily Exercises*; Bach, *Inventions*, (Two and Three Voices);

Bach, *English Suites*; Foote, *Etudes*, Op. 27; Mozart, sonatas; Chopin; compositions from ancient and modern composers.

Note: The foregoing courses of study, including two semesters of harmony, two semesters of musical history, and the course in Teachers' Training, are the requirements for the Teacher's Certificate Course.

Senior (Diploma).—Technical work continued; difficult studies, (Czerny, Cramer, Heuselt, Moscheles, or others); Clementi, Gradus; Bach, *Well-Tempered Clavichord*, (Book I.); Beethoven, sonatas; Seeling, *Etudes*; Compositions by Chopin, Schumann, Mendelssohn, Moszkowski, Brahms, Godard, Grieg, MacDowell, Liebling, and others; second year harmony, analysis and counter-point.

Senior (Degree Course).—Moszkowski, *School of Virtuosity*; Bach, *Well-Tempered Clavichord* (Book II); Beethoven, sonatas; musical form and analysis; compositions and concertos by Chopin, Weber, Schumann, Rubinstein, Handel, Liszt, Grieg, and others.

BACHELOR OF MUSIC DEGREE

In addition to pursuing satisfactorily the studies outlined in the foregoing schedule in pianoforte, the candidate before graduation in the degree course must have received thirty hours of credits in the College of Liberal Arts, and must also have completed the theoretical course.

VOICE CULTURE

Singing is an emotional art, but the mechanics must nevertheless be thoroughly understood. The mere possession of emotion and voice avail nought unless one study the methodical and mechanical aspects and perfect himself in the control thereof. Method must be so completely mastered that the layman who listens is not burdened with the effort the singer puts forth. The singer who cannot control his singing muscles so

as to bring out the best tone of his voice, will acquit himself poorly, no matter how much temperament he may possess.

An instrumentalist buys his instrument, and merely has to learn to use it. The singer commences farther back. Even if this instrument is given to him in a perfect state, it rarely remains perfect until he is ready to use it. He must not only repair it if it has suffered injury during childhood, but even if it is in perfect condition when he essays to learn to sing, he must master its various uses so that he may preserve it uninjured; and not only that, he must develop it by constant and right use. This work is all mechanical; purely so. It is only when the mechanics are thoroughly mastered that the artist really appears. There are favored individuals appearing from time to time, who are said to sing naturally. They are rare. In any case, if they do not know why they do things, they can never teach; for to teach, one must not only know how to do a thing, but be able to demonstrate how it is done. Thus, all must know the mechanics of singing if they wish either to sing or to teach singing.

There is no way to make the study of vocal art easy. While the fine arts are all expressions of the highest forms of our emotional and mental being, the gift of song seems to be at once the most difficult to master, yet the most common. For this reason vocal study should be slow and sure, and, above all, under the guidance of painstaking and competent teachers.

The outline of courses follow:

VOICE CULTURE

Preparatory Course.—Breath control, voice placing, tone production; Concone, Sieber, Vaccai, and Marchesi; easy

songs in English; French and German; rehearsals in the Philharmonic Choral Club; piano.

Academic.—Development of range; exercises for flexibility; vocalises by Concone, Bordogni, and others; beginning of repertoire of standard songs in English; French and German; history of music; rehearsals in the Philharmonic Choral Club; Piano.

Junior.—Advanced vocalises; continuation of technical development; harmony; rehearsals in the Philharmonic Choral Club; standard operatic arias; study of oratorio; modern song literature.

Note: The foregoing courses of study are the requirements for the Teacher's Certificate Course.

Senior (Diploma).—Development of repertoire; harmony; preparation for church, oratorio, and concert; study of operatic roles; rehearsals in the Philharmonic Choral Club.

BACHELOR OF MUSIC DEGREE.

In addition to pursuing satisfactorily the studies outlined in the foregoing schedule in voice, the candidate before graduation in the degree course must have received thirty hours of credit in the College of Liberal Arts, and must also have completed the Theoretical Course.

VIOLIN

The art of violin playing has made such rapid strides within late years that it has become a prominent feature in musical institutions of standing; therefore, great improvements have been made in methods of instruction, in accordance with which this department aims to keep pace.

Quality is sought rather than quantity, both in practice and in presenting works of art. Great emphasis

is placed on habits of practice, and the student's mental grasp of the work is developed in accordance with the technical phase. The playing aloud of a composition should be no more necessary for its understanding than the reading aloud of a piece of English prose.

For graduation the pupils must present a complete list of music studied, and must give a public recital and read at sight a composition selected by the faculty.

Preparatory and Academic Course.—Sevcik, *Violin School*, Op. 6, Nos. 1 to 7; Meerts, *Elementary Studies*; *Gymnastics* by Leonard; *Studies* by Kayser, Mazas, Schradiek, etc.; soli with piano accompaniment by Dancla, Sitt, Jacoby, De Beriot, and others; history of music.

Junior—Teacher's Certificate.—*Studies* by Kreutzer. Rode, Dont, Meerts, Schradiek, sonatas by Tartini, Nardini, Handel, Haydn, and others; concertos by Viotti, Rode, De Beriot; harmony.

Senior—Artist's Course.—Caprices by Paganini; sonatas by Bach; soli by Wieniawski, Sarasate, and others; concertos and miscellaneous compositions by Vieuxtemps, Mandelssohn, Bruch, Dvorak, Beethoven, Brahms, Grieg, and others; harmony.

BACHELOR OF MUSIC DEGREE

In addition to pursuing satisfactorily the studies outlined in the foregoing schedule in violin, the candidate before graduation in the degree course must have received thirty hours of credit in the College of Liberal Arts, and must also have completed the Theoretical Course.

HISTORY OF MUSIC

This work covers one year. The Conservatory has

a valuable reference library placed in Peabody Hall for the use of students during the school year.

ORGAN

A certain facility at the piano is necessary before the study of the organ can be taken up successfully.

Preparatory.—Stainer, *Organ Primer*; Carl, *Master Studies*; Bach, chorales; easy pieces by Smart, Merkel, Guil-
mant.

Academic.—Carl, *Master Studies*; Nilson, *Pedal Studies*; Bach, short preludes and fugues; hymn tune playing; compositions by Guil-
mant, Rheinberger, Whiting; history of music.

Junior.—Bach, preludes and fugues; Nilson, *Pedal Studies*; studies in registration; sonatas by Guil-
mant, Rheinberger, Merkel, Mendelssohn; harmony.

Senior.—Bach, greater preludes; fugues; Nilson, *Pedal Studies*; concertos and symphonies by Handel, Widor; har-
mony.

THEORETICAL COURSE

FIRST YEAR

First Semester.—*Harmony: Scales*—major and minor; intervals and chords; principal triads of the major scale; principal triads of the minor scale; chord of the sixth; chord of the sixth and fourth; chord of the dominant seventh with its inversions; secondary triads with their inversions; ear training; dispersed harmony; chord of the dominant ninth in major; chord of the dominant ninth in minor; chord of the seventh on the leading tone; chord of the diminished seventh.

Second Semester.—Modulation to closely related keys; analysis of hymns; original four-part writing; ear training; modulation (continued); secondary seventh chords in major and minor with their inversions; chorale and chant; chroma-

tic passing tones; original writing and analysis; mixed chords; ear training.

SECOND YEAR

First Semester.—Mixed chords (continued); enharmonic changes; irregular resolutions of the dominant seventh chord; modulation to remote keys; non-harmonic tones; suspensions, retardation, appoggiatura, anticipation; passing tone and embellishment; accented and double passing tones; obligato melody; organ point; inverted pedal; melodic figuration; harmonization of florid melodies; accompaniments; chromatic scale harmonized; figured chorale; original writing; ear training and dictation.

Second Semester.—*Analysis and Counterpoint:* Analysis of Mendelssohn's *Songs without Words*; Mozart's and Beethoven's sonatas, and other classical and modern compositions; counterpoint in two parts (first species); counterpoint in two parts, (second species); ear training and dictation; analysis (continued); canon and fugue; counterpoint (continued) in two and three parts (first, second, third, and fourth species).

GRADUATE

BACHELOR OF MUSIC COURSE

First Semester.—Triads and seventh chords; the broken chord; reduction; modulation; the appoggiatura; the appoggiature chord; the free tone; the embellishment; the suspension; the anticipation; the free anticipation; the retardation; the organ point; the pedal; dispersion of chord members; altered chords; the supertonic seventh with sharp third; other altered steps; consecutive dominant sevenths.

Second Semester.—Enharmonics; assumption of keys; Incomplete modulation; the deceptur resolution; passing diminished seventh chords; the diminished seventh on the raised fourth; the augmented sixth chords; modulation down a minor second by an augmented chord; chords with a diminished third or hidden augmented sixth; embellishment of the tonic six-four in a cadence; consecutive tonics; chromatic passing chords and passing sequential figures; the se-

quence; two simultaneous harmonics; the skip resolution; the church modes and unusual cadences; two-part writing; one-part writing and the cadenza; reduction: its application in memorizing and in sight playing; musical form.

PUBLIC SCHOOL MUSIC METHODS

The purpose of this course is to equip men and women to supervise and teach music in the public schools. As the systems of instruction differ, students become familiar with such systems as the "Modern" (Silver Burdett), "Eleanor Smith" (American Book Co.), the "Educational" (Ginn & Co.), etc.

Two school years are employed in the completion of this work. But to complete within this time, the course requires diligent study, regular practice, talent for music, and marked ability for teaching.

The entrance requirements are: (1) A good general education. A high-school education or its equivalent is necessary to secure a desirable position; (2) Talent for music, an agreeable voice, and the ability to interpret the music used in the elementary grades of the public school. (3) The ability to read simple music at sight.

First Year.—Public-school methods; sight reading; notation and terminology; ear training, dictation, writing; history of music; harmony; melody writing; private lessons in voice and piano; rehearsals of Philharmonic Choral Club for the study of the oratorio.

Second Year.—High-school methods; ear training and dictation; advanced harmony; form and analysis; psychology and pedagogy; child voice training; song interpretation; private lessons in voice and piano; rehearsals of the Philharmonic Choral Club; thesis on some professional subject.

Method and Material.—A study is made of methods of teaching music in the elementary grades, which con-

form to sound pedagogic principles. The following topics are discussed in lecture and class work:

Purpose of public-school music; correct position of body; breathing; care and training of the child voice; what to do with monotonies; simple ear training and dictation exercises; major scale and manner of presentation; tonic *sol-fa* hand signs; interval drill; development of the sense of rhythm in children; how to teach the problems of rhythm; how to unite time and tone; devices; beating time; note singing; staff represented in simplest manner; scale names, pitch names and syllable names; notation and terminology; use of the pitch pipe; how to secure individual proficiency; plan of study in exercise and songs; vocalization; classification of voices; part singing; principles of sight singing; written work; visualization; tone thinking; how to teach chromatics; problems of rhythm; bass clef, triads, modulation, minor scale; importance of individual work; value of song singing as a basis for future study; use of the baton; art of conducting; practice teaching, suggestions in presentation; how to assign and conduct a lesson; song interpretation, enunciation, phrasing; expression; style; technique of class management; study of material and method of presentation from the first to the eighth grades inclusive.

HIGH-SCHOOL METHODS

High-School Chorus.—Organization; classification of voices; seating of chorus; management of the chorus; how to awaken interest; discipline; results; directing; examination of high-school material.

Musical Appreciation.—This study should be added to the singing of choruses and part songs now to be systematically chosen from the greater composers, and to the hearing of solo songs and the instrumental composition similarly chosen. Analysis of the form and the content of these compositions, together with contributory study of musical history and biography.

Sight Reading.—Drill in scale and interval singing; time subdivisions; part singing.

Notation and Terminology.—A complete review of musical notation is given, to insure absolute accuracy in the use of notation and such skill and speed as will enable teachers to make neat blackboard exercises for sight reading and drill.

Ear Training and Dictation.—Work in the objective study of tone; written work. Writing melodies from memory is followed by writing of songs in two and three parts. Rapid singing of four measure, phrases by the teacher and the writing of these by pupils, soon lead to the habit of both seeing and hearing by phrases rather than note by note.

Melody Writing and Elementary Form.—Analysis and construction of melodies; place of melody writing in the school room; elements of form; the phrase; the period; the binary and ternary structures; thorough analysis of children's songs and other music adapted for use in schools; the small song forms named above are made familiar.

Song Interpretation.—The chief aim of music study in schools is the interpretation of the musical expression of others; as the formation of correct ideas is essential in all art teaching, there is no more important phase of music study than that of correct song interpretation. Songs adapted for the different grades will be sung. Each student completing the course will perform thirty songs appropriate for use in the grades. The songs must be committed to memory and played as well as sung.

Psychology and Pedagogy.—A study of the relation of psychology and pedagogy to musical education. Textbooks: Halleck's "Psychology"; White's "Art of Teaching," and Farnsworth's "Education through Music."

Harmony: Musical Form and Analysis.—All students in public school music are required to complete the course in harmony, form and analysis as outlined for junior and senior years of the Theoretical Course. Two years are required.

Musical History.—A general study of musical events of the earlier times to the present is made. Textbook: Hamilton's

"Outlines of Musical History." Collateral readings and essays on musical topics. This course requires one year.

Pianoforte and Singing.—Every music supervisor should be able at least to play accompaniments and follow an instrumental score in conducting. One of the important phases of the work is the care of the child voice; therefore it is important that the music supervisor have a well-placed voice and a tone quality worthy of imitation by children under his instruction. The importance of the above cannot be too strongly emphasized.

Aside from the above class work, all students studying the public school music course are required to take private instruction in voice and piano.

HONOR SYSTEM

All written examinations will be conducted under the honor system. At the close of the examination the student signs his name to the following declaration: "I hereby assert on my honor that in writing this examination I have neither given aid of any kind nor received aid from any source." The administration of the honor system is in the hands of the students. It is the recognized rule of the student body that every person is to report to the dean any irregularity or evidence of dishonesty he may have obtained during the period of the examination. The dean will weigh the evidence submitted and will inflict such punishment as in his judgment the case seems to justify.

TERMS OF TUITION

The Conservatory does not contend that its tuition is the cheapest, but it does claim—and investigation will substantiate this claim beyond contention—that,

for the grade of instruction offered, the Conservatory rates are as low as those to be found anywhere,—and this without considering the many free advantages offered students. The teachers for whom the highest rates are charged, rank high in their profession. The intermediate teachers are musicians of good standing, thoroughly competent to give instruction to the most advanced student. The preparatory teachers in most cases have done graduate work in this institution. Their education has been along the broadest and most approved lines and all have had ample experience as teachers.

A special catalogue in which a full schedule of prices is given, is published by the department and will be furnished on application.

For further information, address

FREDERICK VANCE EVANS, Dean.

DEPARTMENT OF ART

FACULTY

OTHO PEARRE FAIRFIELD, A.M., DIRECTOR OF THE DEPARTMENT AND PROFESSOR OF ART HISTORY AND SOCIAL ESTHETICS.

AIMEE BAKER, INSTRUCTOR IN DRAWING AND NORMAL ART.

ELIZABETH CATLIN, INSTRUCTOR IN WATER COLOR AND FIGURE DRAWING.

CLARA H. FAIRFIELD, INSTRUCTOR IN POTTERY AND DESIGN.

PURPOSES AND ADVANTAGES

The Department of Art is an integral part of Lawrence College and was organized for the purpose of widening the opportunities of students in the various departments. While it still performs this function, it is now equipped to minister to larger demands and to meet all immediate needs of those who would specialize in art. The enlarged faculty, the specialized and individual instruction in small classes, a more definite articulation of the departments of study, suggest some of the lines in which advance is being made over previous years. In addition, students of art will find here a scholastic and social atmosphere that inevitably enlarges the vision and invigorates the creative faculty. There is also the opportunity to combine college instruction in various related departments with the regular work in art, and to receive a limited amount of college credit,—an advantage offered by few schools anywhere. Living expenses are also considerably less than in a large city, and the probability of turning knowledge into dollars through public-school work

more, because of the close connection of college and public school.

ADMISSION

Students are accepted at any time, but they will find it decidedly to their advantage, both in instruction and expense, to be present on the date named in the beginning of this catalogue as the opening of the first semester. No requirement is made regarding the student's general education, except that no student may receive a certificate or diploma who has not had the equivalent of a high-school education.

Students in attendance upon any department of the college will not be permitted to take lessons in art from teachers not regularly employed in this department.

CREDITS AND DIPLOMAS

To those who satisfactorily complete the general course of one year a certificate of proficiency is granted. A diploma will be conferred upon those who spend a second year in special study in two or more of the departments named for second-year work. Students who do not desire a certificate may enter any classes for which their previous training fits them. Students in the College of Liberal Arts may offer for the bachelor's degree eight hours of studio work and any or all of the courses named under Art History and Social Esthetics. Conservatory students may offer fifteen hours of art work toward the degree of Bachelor of Music.

COURSES OF STUDY

The studies have been arranged on the same general theory as in the College of Liberal Arts,—that cer-

tain studies should be required of all, both for all-round development and for the purpose of revealing to the student his particular aptitudes and fitness for special lines of work. For this reason a general course has been outlined, which is thought profitable, whether one is preparing to teach art in the public schools or to practice it as a profession. The completion of this first year will enable the student to find himself, will show wherein he is weak and in what line he may expect to succeed, and at the same time will give him adequate preparation for the successful pursuit of the department of his choice.

The second year is wholly elective. The student will here consult only his special aptitudes and the plans he may have made for the future. He may spend all his time upon one department or many, but he is advised to specialize, both for the financial gain and for artistic values. The instruction will be highly individual except in the courses in art history, where class instruction will be the rule. Instead of receiving one or two criticisms a week, the student will be constantly under the eye of the teacher and cannot fail to make very rapid progress.

GENERAL COURSE

First Semester.—

- a. Freehand drawing in light and dark with charcoal, pencil, and pen and ink; perspective. Two half-days.
- b. Figure drawing in charcoal and pencil. One half-day.
- c. Color. The theory of color harmony; the technique of water color and crayon; sketching; illustration. One half-day.
- d. Design. Principles; problems of space filling; development of designs from flower forms. One half-day.

Second Semester—

- a. Advanced drawing from still life and the cast. One half-day.
- b. Figure drawing continued. One half-day.
- c. Illustration. One half-day.
- d. Composition and Applied Design. Analysis of great compositions by the masters; design in its relation to the arts and crafts; historic ornament. One half-day.
- e. Public school methods. Required of those expecting to teach. One half-day.

SPECIAL COURSES

1. Mechanical Drawing and Architectural Design. Miss Baker.
 2. Leather Work. Miss Baker.
 3. Decorative Design. Mrs. Fairfield.
 4. Pottery. Mrs. Fairfield.
 5. Illustration. Mrs. Catlin.
 6. Art History and Social Esthetics. Professor Fairfield.
- For a description of the courses in Art History, see page 124 of this catalogue.

TUITION FEES

General Course, five half-days per week throughout the semester	\$30.00
Special Courses, second year, two half days per week, each semester	\$18.00
Partial work first year, one-half day per week.....	\$ 7.50
Partial work, second year, one-half day per week.....	\$12.00
Students furnish their own materials. All fees must be paid at the college office.	

STUDENTS

GRADUATE

Bounds, Florence Latin and German	Appleton
Brooks, Lavern W. Education and Economics	Racine
Dickerson, Fred G. Economics and Astronomy	Chicago, Ill.
Fry, George W. Economics and Sociology	Oklahoma City, Okla.
Hackworthy, Georgina Latin	Appleton
Knutzen, Lorenz Economics and Hebrew	Ripon
MacInnes, George K. Sociology	Beaver Dam
Nix, Irving F. Expression and Art	Winnipeg, Man.
Plantz, Elsie English and History	Appleton
Shaver, Erwin L. History and Economics	Appleton
Sherman, Margaret French	Appleton
Willett, Arthur D.	Boston, Mass.

SENIOR

Aeschlimann, Edward J.	Appleton
Amundson, Paul	Black River Falls
Bauman, Rexford	Shiocton
Becker, Amy Gertrude	Winneconne

Bishop, Bertha Gertrude	Mineral Point
Blackman, Roger Charles	West Bend
Boyce, William Curtis	Wausau
Bystrom, Clarence L.	Ishpeming, Mich.
Cade, Xena	Viroqua
Cass, Vera	Viroqua
Cheney, Monona Lucile	Barron
Claridge, May	Reedsburg
Colby, Ada Louise	Thorpe
Colvin, Eugene Spaulding	Appleton
Daniel, Katherine	Randolph
Davis, Leah	Appleton
Fowler, Dudley O.	Humbird
Gillespie, Pauline	Grand Marsh
Hard, Irma May	Milwaukee
Harris, Mary Catherine	Mineral Point
Humphrey, Helen	Pittsburgh, Penn.
Johnson, Henry	Milwaukee
Krueger, Raymond Carl	Appleton
Kunde, George C.	Appleton
Ley, Henrietta Marie	Depere
Mielke Ruth Ida	Shawano
McCray, Marian Sophia	Green Lake
Oosterhous, Ora	Plymouth
Plantz, Florence	Appleton
Plenske, Oswald Henry	Appleton
Pors, Charles M.	Marshfield
Reynolds, George Everett	Kaukauna
Richardson, Pearl	Sparta
Rowell, Ellen	Appleton
Scott, C. Beecher	Black River Falls
Saiberlich, Erwin Walter	Appleton
Smith, Herman F.	Smithland, Iowa
Smith, Jessie Lee	Appleton
Spray, Edith Joyce	Whitewater
Stanchfield, Mabel G.	Fond du Lac
Stevenson, Marjorie	Aurora, Can.
Stoppenbach, Margaret	Appleton
Tippet, Earl	Appleton

Tulasker, Krishnabia
Vandehie, Eugene
Williams, Stewart S.
Wilson, Robert James
Winegard, Caroline
Winner, Paul C.

Barodda, India
Mott, N. Dak.
Janesville
Markesan
Green Bay
Black River Falls

JUNIOR

Arndt, Fred Marion
Baker, Irvin
Ballard, Rena
Beach, Katheryn Florence
Benyas, Hannah
Boase, Milton Samuel
Bouchard, Adelbert George
Bruce, William Robert
Calkins, Lottie Elizabeth
Connors, Leora
Cotton, Hester Lucretia
Coumbe, S. Camilla
Cramer, Raymond Bert
Davidson, Carl Nathan
Erb, Irma Kassandra
Feldt, Alice
Fell, Florence Emily
Frawley, Ethel Marie
Goble, Lela Annette
Godfrey, Laura L.
Gregory, Dorothy Mary
Hagen, Florence M.
Harper, Emma Christine
Hogg, Frances Marquerite
Hooper, Inez
Humble, Ida Mae
Jennings, William A.
Johns, Donna Hazel
Johnston, Alden Miller
Kellner, Lewis John
Ketchpaw, Katheryn Hazel
Kopplin, Elsie Esther

Barron
Mattoon
Appleton
Whitehall
Appleton
Ishpeming, Mich.
Munising, Mich.
Appleton
Emerald
Kaukauna
Escanaba, Mich.
Blue River
Appleton
Mauston
Appleton
Oshkosh
Mayville
Chilton
Lancaster
Milton
Hancock, Mich.
Lake Linden, Mich.
Appleton
Melrose
Palmyra
Antigo
Appleton
Michigammie, Mich.
Appleton
Manitowoc
Janesville
Green Bay

Marcy, Lucile	Colfax
Mellott, Irving L.	Appleton
Misdall, Hugh Alexander	Appleton
Mix, Chase Frederick	Crookston, Minn.
Morse, Bertha May	Tomahawk
McCleneghan, Fred Logan	Rockford, Ill.
North, Theodora Maud	Edgerton
North, Jessica Nelson	Edgerton
Oberdorfer, Jessie Mae	Stephenson, Mich.
O'Brien, Stella Ruth	Iron River, Mich.
Otto, Olive Katherine	Appleton
Peck, Josephine	Chicago, Ill.
Peckham, Carrie S.	Grand Rapids
Porterfield, Helen	Peshtigo
Richardson, Marion	Kendall
Rohan, Benjamin J.	Oconto
Schrottky, Oleda	Appleton
Smith, Mariem	Oakfield
Smith, Minnie	River Falls
Stiles, Mary Jane	Sturgeon Bay
Stuart, Edith	Seneca
Sweetman, Marjorie Mae	Appleton
Thomas, Louise	Appleton
Thompson, Alden Wilbur	Appleton
Tiegs, Ernest W.	Lena
Tippet, Walter	Appleton
Ulegger, Alfred M. J.	Manitowoc
Van Dusen, Earl C.	Frankfort, Kan.
Velte, Wallace L.	Poysippi
Watson, Lloyd Robert	Brandon
Wilkinson, Octavia Marie	Hancock, Mich.
Witthuhn, Irwin R.	Appleton
Woodworth, Milton Payne	Appleton

SOPHOMORE

Abrahamson, Elmer Julius	Sparta
Ames, Dorothy Ora	Monroe
Anderson, Laura	Fond du Lac
Austin, Miner Manly	Reeseville
Bailey, George E.	Kenosha

Baird, Parker Karns
Bamford, Mabel F.
Barnes, Harold Douglas
Benyas, Eva
Berry, Floyd
Bestow, Leita R.
Boardman, Aimee
Boardwin, Louise M.
Calkins, William Earl
Canright, Warren R.
Castle, Edith Cynthia
Cawley, Norman
Cheney, Russell S.
Cochrane, Jessie
Coleman, Lyle Russell
Cragoe, Bessie L.
Cripps, Emily
Davis, Arthur
Day, Charles Louis
Eggleston, George
Eichman, Linda
Ewers, Clyde Morgan
Exley, Nora Sarah
Fannon, Ralph William
Fisk, Harry Howland
Franzke, Albert Leonard
Gay, Henry F.
Gibson, Ellen
Gilmour, Robert Andrew
Glaser, Lydia Naomi
Goodrich, Harriet Winslow
Gordon, Laura Margaret
Green, Veronica Josephine
Groos, Louis Philip
Hague, Clifford Wilson
Hayter, Esther Mary
Hills, Katharine Aura
Hogan, Violet
Hoier, Elsie

Monroe
Plymouth
Battle Creek, Mich.
Appleton
Gladstone, Mich.
Sparta
New Richmond
Racine
Winneconne
East Troy
Beloit
Exmouth, England
Barron
Fox Lake
Oakes, N. Dak.
Oakfield
S. Kaukauna
Appleton
Evansville
Dallas
Appleton
Appleton
Menasha
Appleton
Green Bay
Appleton
Westboro
Green Bay
Calumet, Mich.
Appleton
Fort Atkinson
Iola
Appleton
Escanaba, Mich.
Lake Mills
Shawano
Waupun
Neenah
Hortonville

Holbrook, Dorothy Ingalls
Hooley, Henry Kent
Hudson, Ruth
Humphreys, Roy L.
Hunting, Clyde
Hurley, Addie Mae
Iehl, Walter C.
Jackson, Ella Iona
Jacobson, Mervin E.
Jenney, Blanche
Johnson, Arthur J.
Judson, Verna
Kayser, Ellen
Keene, Zella
Kellman, Anna Dean
Ketchum, Helen A.
King, Jessie Louise
Kline, Anna M.
Kurz, Estella Helen
Kurz, Louis D.
Lambert, Helen Katheryn
Lampert, Mineftawa
Luetsker, Roy J.
Lewis, Paul E.
Lueck, Elsie
Lund, Florence
Mackin, Ida Estelle
Marsh, Clara Church
Millard, Albert D.
Mitchell, Clarence Millard
McCourt, Irene
McCray, Edna Merle
MacInnis, Earl Carlyle
Nelson, Carl
Newbert, Helen Hortense
Nichols, Wellington C.
Nigh, L. Grant
O'Connor, Donald Frank
Ogren, Ruth Katherine

Appleton
Milwaukee
Green Bay
Toluca, Ill.
Marinette
Green Bay
Melvin, Ill.
Fairfax, S. Dak.
Oconomowoc
Owosso, Mich.
Beloit
Marshfield
Green Bay
Leon
Galesville
Eau Claire
Appleton
Kaukauna
Appleton
Appleton
Merrill
Wausau
Antigo
Weyauwega
Merrill
Winneconne
Boardman
Appleton
New London
New Richmond
St. Croix Falls
Green Lake
Beaver Dam
Aurelia, Iowa
Appleton
Wausau
Barton
Antigo
Stillwater, Minn.

Oleson, Laura G.	Rockford, Ill.
Osterhuis, Trester	Waldo
Pardee, Lynn J.	Appleton
Partridge, Norma Evalyn	La Crosse
Pelton, Zella	Ashland
Peterson, Arthur	Eau Claire
Plummer, Mabel	Durand
Pottinger, Earl Henry	Fort Atkinson
Ramsdell, Guy Arthur	Wausau
Riesenweber, Marguerite	Appleton
Roach, Melba Clarice	Fennimore
Roels, Harvey	De Pere
Roemer, John H.	Appleton
Ronnenberg, Conrad Erwin	Oakes, N. Dak.
Ross, Bernice Vida	Eau Claire
Saecker, Carlton Engler	Appleton
Schaal, Earl V.	Gillett
Sharp, Dora	Milwaukee
Sherman, Ethel	Appleton
Shure, Margaret	Easton, Md.
Sly, Vera Mercy	Sechlerville
Sorenson, J. Raymond	Appleton
Spitz, Mariam Rae	Appleton
Stauffer, Margaret	Menasha
Stevens, Katheryn Maia	Chicago, Ill.
Stone, Edgar P.	Iola
Streckenbach, Hazel	Green Bay
Stroud, Anna Laurie	Oshkosh
Sugarman, Helen A.	Appleton
Swann, Elmer Taylor	Brodhead
Swinton, M. Ione	Charlevoix, Mich.
Taylor, Harold K.	Orfordville
Tobey, Ruth	Wausau
Tokuyama, Sotaro	Shizuoka, Japan
Town, George Milton	Chippewa Falls
Townsend, Doris	Reedsburg
Webb, Mary Dorothy	Lancaster
Weiland, Cecile	Appleton
Wells, Marion Mosher	Appleton

Wentworth, Howard S.	Edgerton
Whiston, Lionel Abney	Appleton
Whiting, Marion	Brandon
Whitmore, Ethel	Menasha
Wilkinson, Russell	Janesville
Wing, Grace Winifred	Kewaunee
Witthuhn, Elmer William	Appleton
Wittman, Arthur C.	Merrill
Wray, Margaret L.	Park Ridge, Ill.
Younger, Frank Berton	Appleton
Younger, George W.	Appleton
Youtz, Merrill Arthur	Appleton
Zepp, Bertha	Edgar
Zellmar, Amil William	Fairwater

FRESHMAN

Adams, Edward L.	Amherst
Agner, Edna Ruth	Burlington
Alexander, John E.	Port Edwards
Anderson, Arthur W.	Mountain
Anderson, David O.	Rockford, Ill.
Anderson, Esther	Marinette
Anderson, Hazel Marguerite	Escanaba, Mich.
Armen, George K.	Tomarza, Turkey
Arnold, George Matthias	Escanaba, Mich.
Ashby, Dorothy Ruth	Superior
Bacon, Dora	Marinette
Bannister, Guy P.	New Richmond
Beach, Burns William	Fort Atkinson
Beach, Earl	Fort Atkinson
Bergstrom, Nathan H.	Neenah
Berry, Earl	Gladstone, Mich.
Bishop, Lena Rose	Coloma
Black, Mary Downie	Menasha
Bolger, Mary E.	Black River Falls
Brown, Nellie	Beaver Dam
Brown, William DeForest	Bloomington
Buckmaster, Bayard A.	Marshfield
Butler, Merrill F.	Appleton
Campbell, Constance Lucile	Neenah

Cassidy, Mary Belle	Chippewa Falls
Clapham, Jessie	Peebles
Cole, Anna E.	Marshfield
Cornish, Harriet Marie	Fort Atkinson
Davis, Nellie	Appleton
Dawley, Leo E.	Royalton, Minn.
Dawley, Virgil H.	Royalton, Minn.
Drays, Oscar Sherman	Richland Center
Eastman, Lydia M.	Plymouth
Eddy, Corinne Schenck	Indianapolis, Ind.
Evans, Bryant M.	Waupaca
Evans, John R.	Racine
Fisk, Bessie	Green Bay
Foreman, Leland M.	Neillsville
Fredrickson, Elvin	Stambaugh, Mich.
Frederickson, Frances Hattie	Neenah
Gelbach, Cliffe H.	Albany
Gifford, Lila	Edgerton
Glaser, Fredia	Appleton
Hackworthy, Clement Robert	Appleton
Hagen, Earl F.	Lake Linden, Mich.
Hagen, Lilyan	Appleton
Hall, Emma Eliza	Appleton
Hardy, Edson	Kenosha
Hardy, Richard L.	Kenosha
Harrington, Amber	Waupun
Hazen, Meribah	Waupun
Heath, Gordon Shepard	Hubbell, Mich.
Hensel, Arthur William	Sheboygan
Herbst, Agnes May	Fairchild
Herold, Elmer	Prairie du Chien
Hill, Geraldine Glasgow	Crystal Falls, Mich.
Hirt, Anna Louise	Deerbrook
Hoenig, Fred Donald	Chippewa Falls
Hogan, Daniel	Appleton
Hogg, Charles Stanley	Melrose
Hooper, George W.	Palmyra
Houghtaling, Jules Verne	Rockford, Ill.
Huberty, Edward H.	Plymouth

Hughes, Clarence Victor	Lake Mills
Hutchinson, Josephine	Mineral Point
Irish, Foster William	Chippewa Falls
Jackson, Kenneth Hockra	DePere
Johnson, Walter V.	Weyauwega
Jones, Catherine Sara	Cambrria
Jones, Gladys	Randolph
Joslyn, Harold W.	Cascade
Kautsky, Marie	Colby
Keefe, Verna Jane	Black River Falls
Kirkpatrick, Forest R.	Chippewa Falls
Kitto, Claude Taylor	Dollar Bay, Mich.
Kleist, Raymond George	Brillion
Knapp, Kenneth Ivan	Albany
Konrad, Laura	Appleton
Kreutzer, Augusta	Sturgeon Bay
Kruger, Mabel	Rhinelanders
Lange, Duane B.	Eau Claire
Lasse, Lillian Phoebe	Hancock, Mich.
Lawson, Lillian Edith	Menasha
Lehner, Otto P.	Oconto Falls
Lindley, Philo Lyman	Chippewa Falls
Lyon, Don S.	Menominee, Mich.
Mahony, LeRoy	Eau Claire
Mason, Dorothy Quincy	Gladstone, Mich.
Meating, Earl Henry	New London
Medway, Hazel	Wauwatosa
Meloney, John A.	Spooner, Minn.
Merrill, Dorothy	Green Bay
Metcalf, C. Winthrop	Janesville
Mihelchech, Peter	Calumet, Mich.
Millard, Jennie	Appleton
Misdall, Selma Amelia	Appleton
Moody, John Lawrence	Weyauwega
Morse, Ernest B.	Appleton
Moss, Charles Wallace	Mattoon
Mountford, Eva G.	Rolla, N. Dak.
Mundt, Lillian	Arlington
McCleneghan, Edward Layque	Rockford, Ill.

McFarland, Henry Dudley	Oconto
McFetridge, George	New Richmond
MacIntyre, Laura Evelyn	Fond du Lac
McMullen, Vivian Geraldine	Chilton
MacRae, Wendell	Laurium, Mich.
Nauman, William J., Jr.	Eau Claire
Nickell, George H.	Appleton
Norris, Henry W.	Kankakee, Ill.
Nye, Myrtle L.	Hortonville
Oldenberg, Jessie Ingerbor	Green Bay
Owens, Naomia	Oshkosh
Owens, Ralph B.	Fort Atkinson
Packard, Dorothy	Appleton
Packard, Nina	Appleton
Passmore, Dempster Stewart	Iola
Patterson, LeMoyne C.	New Richmond
Paul, Gladys	Milton Junction
Pinch, Eleanor	Lac du Flambeau
Pinkerton, Blanche Irene	Waupun
Pinkerton, Jennie Louise	Brandon
Pinkerton, Ruth M.	Waupun
Pratt, Grace Estelle	Barron
Putney, Leona May	Nashua, Iowa
Reeves, Leslie Hiram	Oconto
Rekydal, Theodore J.	Westboro
Reynolds, Olive	Kaukauna
Richardson, Katheryn Marie	Iron River, Mich.
Ritchie, Margaret	Appleton
Ritter, Isabelle	Columbus
Roach, Gordon	Fennimore
Rogers, Emery Sidney	Marion
Ryan, Madge Irene	Glen Haven
Sampson, Roy C.	Wausau
Sande, Eva	Neenah
Saunders, Otis	Oconto Falls
Schaal, Eugene	Gillett
Schaub, Reginald Rolletter	Oconto Falls
Schneider, Frank	Appleton
Schneider, Maynard L.	Fort Atkinson

Schneider, Robert W.	Fort Atkinson
Schulte, Evelyn Josephine	Hancock, Mich.
Scott, Laura Estelle	Rapid River, Mich.
Seibolt, Harriett	Barron
Shattuck, Harold L.	Chippewa Falls
Sliter, Milton J.	Stanley
Smith, Douglas	River Falls
Smith, Milford Irl	Fennimore
Smith, Robert James	Rockford, Ill.
Smith, Vida Elizabeth	Appleton
Stanton, Del T.	Ellsworth, Minn.
Strathearn, Janet	S. Kaukauna
Struve, Marie A.	Plymouth
Swendson, James J.	Amherst
Symons, Dorothy Nellie	Oconto Falls
Sylvester, Harry	Appleton
Taylor, William S. Jr.	Appleton
Thomas, Ethel C.	Potosi
Thomas, William Ellis	Appleton
Thompson, Colonel Herman	Prairie du Chien
Tiegs, Harvey	Lena
Tripp, Margaret	Green Bay
Tucker, Lawrence	Neenah
Turner, Joseph E.	Escanaba, Mich.
Utle, Maxwell Leslie	Iron Mountain, Mich.
Van Dyke, Henry Button	Lake Geneva
Voelker, Dorothy	Branch
Walterbach, Edwin Herman	Marshfield
Walsh, Marietta	Appleton
Watson, Elmer Eugene	Marshfield
Wendt, Grace Florence	Ashland
Wentworth, Adele	Edgerton
Wescott, Ralph Rogers	Shawano
Wheeler, Florence Sarah	Chippewa Falls
White, Katherine	Algoma
Wilkinson, Briton	Janesville
Wilkinson, Ruth	Janesville
Williams, Lola Margaret	Janesville
Wills, Wallace W.	Weyauwega

Winton, Eugene Ward	Appleton
Winton, Jesse Willard	Waco, Texas
Wishek, Esther B.	Ashley, N. Dak.
Wolfe, Doris	Gladstone, Mich.
Wood, Fred	Appleton
Wright, Allyn Lee	Columbus
Wright, Erhard Patrick	Marshfield
Young, Adelbert	Colby

SPECIALS

Arhelger, Louis	Royalton
Corliss, Alica Elizabeth	Sabula, Iowa
Graef, Mrs. L.	Appleton
Ryan, Mary Grace	Appleton
Sims, Jessie	Kingston
Spencer, Lorraine Culver	Appleton
Starkey, Earl F.	Eau Claire
Unruh, David P.	Henderson, Neb.

SCHOOL OF EXPRESSION

GRADUATE

Nix, Irvin Francis	Winnipeg, Canada
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SENIOR

Calkins, Lottie Elizabeth	Emerald
Hard, Irma Mary	Milwaukee
Ley, Henrietta Marie	De Pere
Pelton, Zella	Ashland
Stanchfield, Mabel Gertrude	Fond du Lac
Schrottky, Oleda	Appleton

JUNIOR

Porterfield, Helen M.	Peshtigo
Coumbe, Camilla	Blue River
Ketchpaw, Katheryn	Janesville
Hornibrook, Edith	Milwaukee
Lindsay, Belle	Manawa
Wing, Grace	Kewaunee
Van Dusen, Earl C.	Westmoreland, Kans.

SOPHOMORE

Barnes, Harold	Battle Creek, Mich.
Castle, Ethel Cynthia	Beloit
Cochrane, Jessie Margerite	Fox Lake
Eastman, Lydia M.	Plymouth
Gilmour, Robert Andrew	Calumet, Mich.
Goodrich, Harriet Winslow	Fort Atkinson
Joslyn, Harold	Cascade
Keene, Zella Theodo	Leon
Nelson, Carl	Aurelia, Iowa
Lund, Florence	Winneconne
Ogren, Ruth Katherine	Stillwater, Minn.
Sliter, Milton J.	Stanley
Tuttle, Lucile	Knapp, Wis.
Warmington, Grace	Appleton

FRESHMAN

Anderson, Esther	Marinette, Wis.
Agner, Edna	Burlington
Atteln, Eleanor	Loyal
Fadner, Vivian	Appleton
Godfrey, Laura	Milton
Gifford, Lila	Edgerton, Wis.
Hensel, Arthur	Sheboygan
Kautsky, Marie	Thorp
Kruger, Mabel	Rhineland
Merrill, Dorothy	Green Bay
Mundt, Lillian	Arlington
Pinch, Eleanor	Flambeau
Putney, Leona	Nashua, Iowa
Schneider, Robert	Fort Atkinson
Schneider, Frank	Appleton
Struve, Marie	Plymouth
Wenzel, Julia	Appleton
Walsh, Marietta	Mondovi
Walsh, Lucille	Mondovi
Parmalee, Edna	Iron Mountain
Swendson, James J.	Amherst
Herbst, Agnes	Fairchild
Wisheck, Esther	Ashley, N. Dak.

SPECIAL AND PRIVATE

Boyson, Lillian	Poysippi
Baker, Aimee	Appleton
Bartz, Henrietta	Brillion
Bartz, Leona	Brillion
Baumgarten, Irma	Neenah
Bishop, Lena	Coloma
Bishop, Bertha Gertrude	Mineral Point
Cade, Xena	Viroqua
Cary, Mrs. Paul	Appleton
Cass, Vera Cobb	Viroqua
Cawley, Norman	Exmouth, Eng.
Corliss, Alida	Evanston, Ill.
Connors, William	Marshfield
Claridge, May	Reedsburg
Dickinson, Mrs. C. L.	Appleton
Dickinson, Kenneth	Appleton
Edmonds, Mrs. F. L.	Appleton
Eickman, Linda	Appleton
Elmerson, Mrs. Hazel Meigs	Fox Lake
Evans, Mrs. Frederic V.	Appleton
Greeley, Ruth Anna	Shawano
Hammond, Agnes	Appleton
Hardy, Richard	Kenosha
Horne, Ella M.	Green Bay
Hutchinson, Josephine	Mineral Point
Jodar, Henrietta	Plymouth
Johannes, Vivian	Wautoma
Magurun, Margaret	Green Bay
Marston, Mrs. C. L.	Appleton
Mountford, Eva	Rolla, S. D.
Mundt, Lillian	Arlington
Myers, Ada	Appleton
McNaughton, Helen	Appleton
O'Conner, Gordon Frank	Antigo
Parmalee, Edna	Iron Mountain, Mich.
Plantz, Florence	Appleton
Phillips, Mrs. Grant	Appleton
Roach, Melba	Fennimore

Rowan, Benjiman	Oconto
Rosebush, Mrs. J. G.	Appleton
Shaver, Erwin L.	Eau Claire
Sorley, Carolyn	Tigerton
Smith, Herman F.	Smithland, Iowa
Smith, Mrs. Nina Kincade	Shawano
Smith, Mrs. Oliver	Appleton
Spencer, Mrs. M. L.	Appleton
Stevens, Mrs. John Jr.	Appleton
Stansbury, Mrs. E. J.	Appleton
Stoppenbach, Margaret	Appleton
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Walrich, Lucy	Shawano
Webb, Mary Dorothy	Lancaster
Whitmore, Ethel	Menasha
Whiston, Lionel	Berlin
White, Katheryn	Algoma
Wertheimer, Mrs. M. A.	Kaukauna
Wisheck, Esther	Ashley, N. Dak.
Werner, Mrs. O. E.	Oshkosh

CONSERVATORY OF MUSIC

PIANO

Adsit, Bernice	Appleton
Agner, Alta	Burlington
Albrecht, Irene	Appleton
Allen, Dorothy	Appleton
Angus, Grace	Eau Claire
Bach, Elsie	Appleton
Baumgarten, Esther	Neenah
Bartz, Harriet	Brillion
Biehn, Gertrude	Racine
Boyce, Curtis	Wausau
Boyson, Lillian	Tustin
Braaten, Elvira	Whitewater
Brigham, Dorothy	Appleton
Clapham, Jessie	Peebles
Cornish, Marie	Fort Atkinson
Dambruch, Letha	Appleton

Draeger, Mable	Appleton
Ellison, Mary	Appleton
Erb, Irma	Appleton
Fisk, Bessie	Green Bay
Frohman, Edith	Camp Douglas
Gibson, Robert	Appleton
Golmgefsky, Esther	Stockbridge
Goltz, Verna	Neenah
Gribble, Myrtle	Neenah
Hayton, Russell	Appleton
Harriman, Eleanor	Appleton
Herrick, Madge	Appleton
Hills, Aura	Waupun
Hill, Geraldine	Crystal Falls, Mich.
Hoe, Oscar	Appleton
Hoheisel, Ida	Ironwood, Mich.
Hyde, Genevieve	Appleton
Jackson, Thelma	Appleton
Jacobson, David	Appleton
Jacobson, Fannie	Appleton
Jersild, Eva	Neenah
Johannes, Vivian	Wautoma
Jones, Miriam	Cambellsport
Jorgensen, Christine	Menasha
Judish, Marie	Stambaugh, Mich.
Kautsky, Marie	Colby
Kreutzer, Augusta	Sawyer
Lyons, Mariam	Appleton
Ledward, Kathryn	Appleton
Lockery, Ethel	Appleton
Mason, Beatrice	Appleton
Milhaupt, Olive	Appleton
Matheson, Mrs.	Neenah
Marshall, Babette	Appleton
Nelson, Irene	Escanaba, Mich.
Nemachek, Ruth	Appleton
Nemachek, Theron	Appleton
Owens, Naomia	Oshkosh
Ogilvie, Hazel	Wautoma

Parmalee, Edna	Iron Mountain, Mich.
Perry, Flora	Milwaukee,
Plummer, Mabel	Durand
Rhodes, Florence	Appleton
Rich, Ruth	Appleton
Richardson, Kathryn	Iron River, Mich.
Robinson, Rita	Chippewa Falls
Ruff, Helen	Appleton
Rumpf, Pearl	Appleton
Schaefer, Margaret	Appleton
Shure, Margaret	Easton, Md.
Sindahl, Beulah	Neenah
Smith, Janet	Appleton
Talbot, Archibald	Appleton
Talbot, Mira	Appleton
Taylor, Althea	Whitewater
Telinde, Velma	Waupun
Theil, Hilda	Portage
Thompson, Marcella	Kaukauna
Trembath, Merle	Ishpeming, Mich.
Unruh, David	Henderson, Neb.
Utz, Elizabeth	Appleton
Wadsworth, Bessie	Appleton
Walsh, Evelyn	Mondovi
Walsh, Lucile	Mondovi
Walsh, Marietta	Mondovi
Wilson, Ruth	Appleton
Wichmann, Lauretta	Appleton
Wood, Winifred	Appleton
Parks, May	
Sherman, Fern	Appleton
Talbot, Ruth	Appleton

VOICE

Agner, Alta	Burlington
Agner, Edna	Burlington
Albrecht, Irene	Appleton
Barnett, Laura	Neenah
Bartz, Harriet	Brillion
Baumgarten, Esther	Neenah

Beeman, Lyman	Neenah
Biehn, Gertrude	Eau Claire
Boyson, Lillian	Tustin
Bushey, Gerald	Appleton
Calkins, Earl	Winneconne
Clapham, Jessie	Peebles
Cole, Anna	Marshfield
Cornish, Marie	Fort Atkinson
Coumbe, Camille	Blue River
Fisk, Bessie	Green Bay
Goodrich, Harriet	Fort Atkinson
Green, Raymond	Milwaukee
Gribble, Myrtle	Ironwood, Mich.
Harper, Ruth	Appleton
Hawley, Pearl	Green Bay
Hill, Geraldine	Crystal Falls
Humphrey, Georgia	Oconto Falls
Johnson, Arthur	Beloit
Judish, Marie	Stambaugh, Mich.
Judson, Verna	Marshfield
Joslyn, Harold	Cascade
Keefe, Verna	Black River Falls
Kurz, Hazel	Green Bay
Lehner, Otto	Oconto Falls
Little, Ruth	Menasha
Marcy, Merrill L.	Colfax
MacNeill, Harold	Green Bay
McKee, Carl	Two Harbors, Minn.
McKee, Robert F.	Two Harbors, Minn.
Melody, Chas.	Kaukauna
Mitchell, Florence	Elkhorn
Mix, Chase	Crookston, Minn.
Mundt, Lillian	Arlington
Nelson, Irene	Escanaba, Mich.
Nicholson, Mrs. R. M.	Neenah
Norgaard, Mrs. A. M.	Green Bay
O'Connor, Don F.	Antigo
Ogilvie, Hazel	Wautoma
Parmalee, Edna	Iron Mountain, Mich.

Plowman, Ruth
Pratt, Mrs. Harry K.
Roach, Melba
Rhodes, Florence
Robinson, Rita
Rowell, Ellen
Smith, Herman
Spray, Chloe
St. Clair, Mrs. Margaret
Thom, Barbara
Trembath, Merle
Unruh, David
Van Dusen, Earl C.
Walsh, Marietta
Wolf, Doris
Wright, Allyn
Boehm, Mrs. E. L.
Hittner, Genevieve
Pinch, Eleanor

Weyauwega
Appleton
Fennimore
Appleton
Chippewa Falls
Appleton
Smithland, Iowa
Whitewater
Appleton
Menasha
Ishpeming, Mich.
Henderson, Neb.
Frankfort, Kans.
Mondovi, Wis.
Gladstone, Mich.
Columbus
Wausau
Seymour
Lac du Flambeau

VIOLIN

Abraham, Margaret
Anderson, Hazel
Barnett, Ruth
Buchannan, Wm.
Eiler, Hilda
Erb, Esther
Estvad, Goodrun
Gibson, J. Bryan
Graef, John M.
Larson, Esther
Mattson, Richard
Merrill, Dorothy
Meyer, Barron
Munchow, Harold
McKlusky, E.
Pendell, Ruth
Petzwick, Edwin
Taylor, Phyllis
Reetz, Geo.

Appleton
Whitehall
Glendive, Mont.
Appleton
Appleton
Appleton
Appleton
Appleton
Green Bay
Appleton
Green Bay
Brillion
Appleton
Ashland
Randolph
Appleton
Neenah
Appleton

Riegel, Robert
 Schumaker, Ruth
 Struve, Marie
 Tuchscherer, R. J.
 Voigt, John
 Ward, Bessie

Neenah
 Appleton
 Plymouth
 Menasha
 Appleton
 Monroe

ORGAN

Brazelton, Vina
 Fisk, H. Howland
 Ingraham, Ruth
 Jones, Miriam
 Nickasch, Leo

Manchester, Iowa
 Green Bay
 Wausau
 Cambellsport
 Appleton

PUBLIC SCHOOL MUSIC

Biehn, Gertrude
 Boyson, Lillian
 Hawley, Pearl
 Judish, Marie
 Kurz, Hazel
 Little, Ruth
 Mitchell, Florence
 Mundt, Lillian
 Nelson, Irene
 Ogilvie, Hazel
 Plowman, Ruth
 Parmalee, Edna
 Spray, Chloe
 Stenhouse, Florence
 Streckenbach, Hazel
 Thom, Barbara
 Trembath, Merle

Racine
 Tustin
 Green Bay
 Stambaugh, Mich.
 Green Bay
 Menasha
 Elkhorn
 Arlington
 Escanaba
 Wautoma
 Weyauwega
 Iron Mountain, Mich.
 Whitewater
 Burlington
 Green Bay
 Menasha
 Ishpeming, Mich.

HARMONY

Agner, Alta
 Albrecht, Irene
 Angus, Grace
 Biehn, Gertrude
 Boyson, Lillian
 Cornish, H. Marie

Burlington
 Appleton
 Eau Claire
 Racine
 Tustin
 Fort Atkinson

Estvad, Goodrun
Frohmader, Edith
Golmgefsky, Esther
Goltz, Verna
Gribble, Myrtle
Hawley, Pearl
Hill, Geraldine
Jorgensen, Christine
Jones, Miriam
Kurz, Hazel
Larson, Esther
Little, Ruth
Mitchell, Florence
Mundt, Lillian
Nelson, Irene
Ogilvie, Hazel
Plowman, Ruth
Parmelee, Edna
Judish, Marie
Pendell, Ruth
Perry, Flora
Rhodes, Florence
Robinson, Rita
Rumpf, Pearl
Smith, Herman
Spray, Chloe
Stenhouse, Florence
Streckenbach, Hazel
Taylor, Althea
Telinde, Velma
Theil, Hilda
Thom, Barbara
Trembath, Merle
Unruh, David
Kamps, Barbara
Jersild, Eva

Appleton
Camp Douglas
Stockbridge
Neenah
Ironwood, Mich.
Green Bay
Crystal Falls, Mich.
Menasha
Cambellsport
Green Bay
Green Bay
Menasha
Elkhorn
Arlington
Escanaba
Wautoma
Weyauwega
Iron Mountain, Mich.
Stambaugh, Mich.
Randolph
Milwaukee
Appleton
Chippewa Falls
Appleton
Smithland, Iowa
Whitewater
Burlington
Green Bay
Whitewater
Waupun
Portage
Menasha
Ishpeming, Mich.
Henderson, Neb.
Appleton
Neenah

HISTORY

Angus, Grace
Biehn, Gertrude

Eau Claire
Racine

Boyson, Lillian
 Cornish, H. Marie
 Frohmader, Edith
 Golmgefsky, Esther
 Gribble, Myrtle
 Hawley, Pearl
 Jorgensen, Christine
 Jersild, Eva
 Judish, Marie
 Larson, Esther
 Little, Ruth
 Mitchell, Florence
 Mundt, Lillian
 Nelson, Irene
 Ogilvie, Hazel
 Parmalee, Edna
 Perry, Flora
 Robinson, Rita
 Rumpf, Pearl
 Schaefer, Margaret
 Spray, Chloe
 Streckenbach, Hazel
 Taylor, Althea
 Telinde, Velma
 Thom, Barbara
 Trembath, Merle
 Unruh, David

Tustin
 Fort Atkinson
 Camp Douglas
 Stockbridge
 Ironwood, Mich.
 Green Bay
 Menasha
 Neenah
 Stambaugh, Mich.
 Green Bay
 Menasha
 Elkhorn
 Arlington
 Escanaba
 Wautoma
 Iron Mountain, Mich.
 Milwaukee
 Chippewa Falls
 Appleton
 Appleton
 Whitewater
 Green Bay
 Whitewater
 Waupun
 Menasha
 Ishpeming, Mich.
 Henderson, Neb.

ART DEPARTMENT

Albrecht, Irene
 Anderson, Hazel
 Angus, Grace
 Calkins, Lottie
 Eastman, Lydia
 Feldt, Alice
 Judish, Marie
 Kreutzer, Augusta
 Kurz, Hazel
 Mitchell, Florence

Appleton
 Whitehall
 Eau Claire
 Emerald
 Plymouth
 Oshkosh
 Stambaugh, Mich.
 Sawyer
 Green Bay
 Elkhorn

Nelson, Irene
Ogilvie, Hazel
Olesen, Laura
Owens, Naomia
Partridge, Norma
Plowman, Ruth
Reynolds, Olive
Streckenbach, Hazel
Theil, Hilda

Escanaba, Mich.
Wautoma
Rockford, Ill.
Oshkosh
La Crosse
Glendive, Mont.
Kaukauna
Green Bay
Portage

DEGREES CONFERRED IN 1913

DOCTOR OF DIVINITY

Edwin Church Dixon

Madison, Wis.

Emanuel Gerechter

Appleton, Wis.

BACHELOR OF ARTS

Gladys Mae Andrews

Willard Irvin Lowe

Raymond Lester Bolton

Mabel May Mates

Edith Ruth Boyce*

Milton W. McGowan

Helen Louise Brayton**

Loren C. McKinley**

Henrietta Brigham***

Helen Mary McNaughton

Norman Edmunds Brokaw

Leila Nelson***

James Emmett Brooks

Grace Pardee

Lucile Bushey

Lora Belle Pendell

Alita Bussard***

Alta May Pond

Bernice Margaret Cadman

Mary Athena Potter*

Ethel Clark

Lee Cassius Rasey

William Collinge

George Ernest Russell

Sarah Adaline Cooke

Enid Marguerite Saecker*

Jessie Myrtle Crossfield

Wylie Carroll Sampson

Ruth DeSwarte***

Barbara Schlafer

Kenneth Scott Dickinson

Erwin Leonidas Shaver

Philetus Sawyer Dickinson

Benjamin Charles Sias

Ellen Elizabeth Faville**

Maud Adelaide Simester

Bernice L. Fisher

Lily Swanson**

Leslie Clifford Gilbertson

Francis Thurber

Eleanor May Harriman

Ralph Tippet

Mabel Ursula Hill

Clifford C. Waterhouse

Francis Eugene Hinderman

Richard Joseph White

Edna Belle Hughes

Herbert Whitehouse

Julia Elizabeth Jacoby

Charles Clinton Wilcox

Harry I. James

Jean Wiley

Ella Ann Klumb**

Bess Williams

Laura Kunkel*

Spencer Wyndham Woodworth

Daisy Alice Lieberman

Alice Maud Wright

* Summa cum laude.

** Magna cum laude.

***Cum laude.

GRADUATES IN THE SCHOOL OF EXPRESSION

BACHELOR OF ORATORY

Myrtice Kitto
Maud L. Spear

Florence E. Thomas
Howard Watson

PLATFORM ARTISTS' DIPLOMA

Jennie Dixon
Ethel Mackenzie

Edna Powell
Anna Warnock

Frances Nauman

GENERAL CULTURE DIPLOMA

Margaret Kirby

Belle Lindsay

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PIANO

Lucile Benefel
Esther Bienfang

Ella Martin
Alice Hart

Pearl Simpson

VOICE

Nina B. Coye

Raymond Leek

Rubie Williams

VIOLIN

Hilda Eiler

PRIZES

Freshman Scholarships:

Norman Brokaw Scholarship.....	Eva Sande
Herman G. Saecker Scholarship.....	Dorothy Packard
Lawrence Scholarship.....	Nellie Brown
Lewis Prize, Scholarship.....	Margaret Stoppenbach
Honorable Mention.....	Ruth Skewes
President's Prize, Declamation.....	{ 1. Paul Winner 2. Paul Amundson
Hicks Prize, Composition.....	Raymond B. Cramer
John McNaughton Prize, Latin.....	Hannah Benyas
George F. Peabody Prize, Latin.....	Jessica N. North
Tichenor Prize	{ 1. Alita Bussard 2. Gladys Andrews
Helen Fairfield Naylor Scholarship.....	Monona Cheney
McMullen Scholarship.....	Elmer J. Abrahamson
Lyman Jones Scholarship.....	Francis Thurber
University of Wisconsin Scholarship.....	Loren C. McKinney
Herman Erb Prize	{ 1. Elsie Kopplin 2. Alma M. Braun
Alexander J. Reid Prize.....	Vera Cass
Freshman Oratorical Prize.....	{ 1. Arthur Johnson 2. Albert L. Franzke
Wettengel Oratorical Prize.....	Lee C. Rasey

SCHOOL OF EXPRESSION PRIZES

Wettengel Prize.....	{ 1. Evalyn Orr 2. Irma Hard
Wettengel Forensic "L":	
Willard Ford, Willard Lowe, Paul Amundson	

CONSERVATORY OF MUSIC PRIZES

Gold Medal in Voice.....	Raymond Greene
Gold Medal in Piano.....	Esther Bienfang
Scholarship in Harmony.....	Barbara Kamps

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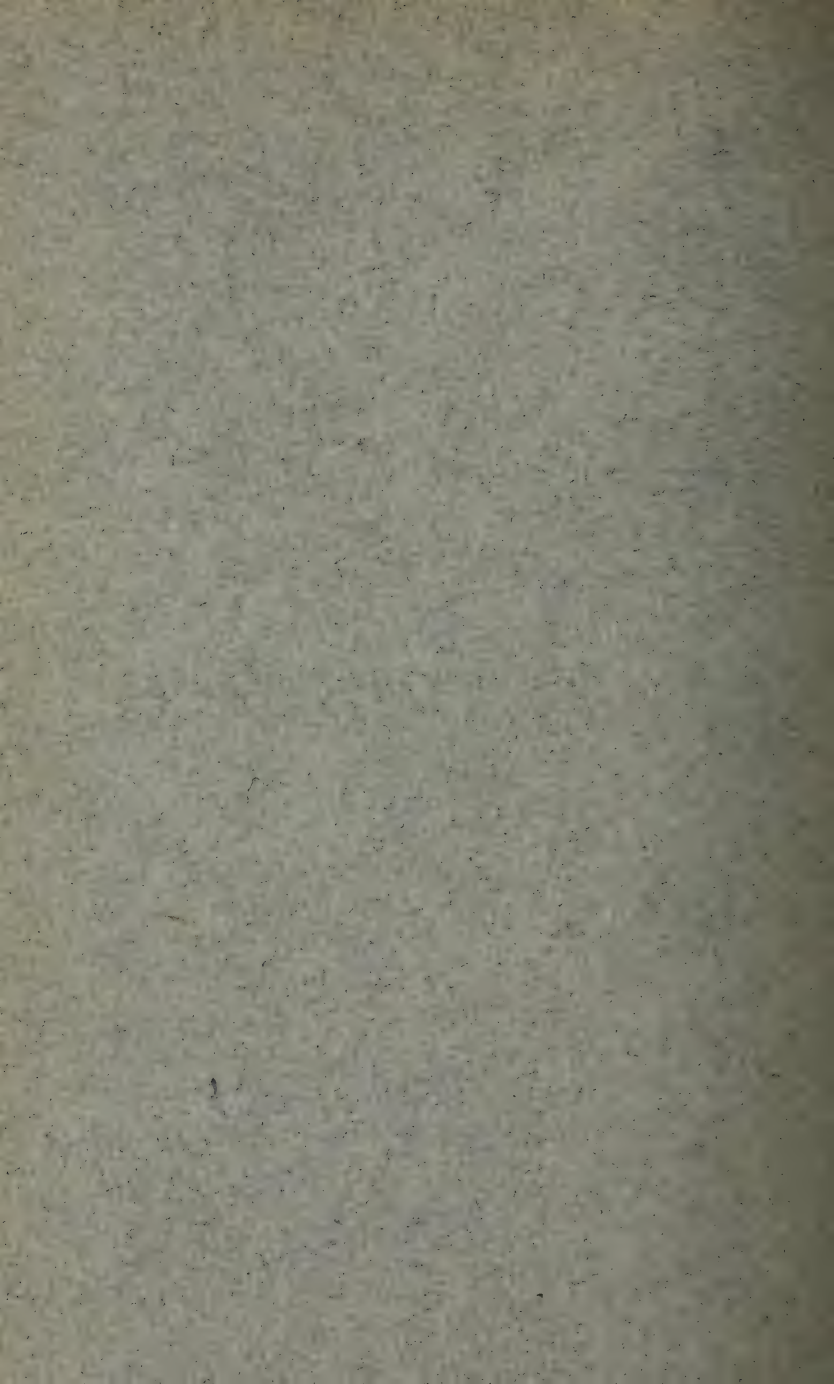
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Mrs. Lucy Fletcher Hewitt, '95.....	Second Vice-president
Zelia A. Smith, '82.....	Permanent Secretary
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